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ABSTRACT

This research report is a summary of the information the Council of Great City Schools gathered in a survey of members about the development of standards and assessments in 1995. Some 77% (36) of the 47 member districts responded to the survey, which asked about the impetus for standards and assessment development, the areas in which they are being developed, and the uses to which they are being put. Twenty-eight of the responding districts are in the process of developing or adapting content standards, and 13% have completed and implemented such standards. Some 71% indicated that the development of content standards was implemented locally or at the state level. About 69% of the respondents indicated that the content standards they were working on used national or state standards as models or guidelines. Responses of 35 districts indicated that outside organizations, groups, and stakeholders were involved in the standards development process. About 84% of these districts were in the process of changing assessments to align with new standards, and about 30% expect that the new assessment systems will be closely aligned with state assessment systems. Nearly 42% of the responding districts are using performance-based assessments as part of their overall assessment systems, and about 44% believe that they will need technical assistance in developing new assessments. Five appendixes provide supplemental information on standards development at urban, state, and national levels. (Contains 2 tables, 4 figures, and 96 references grouped by topic.) (SLD)

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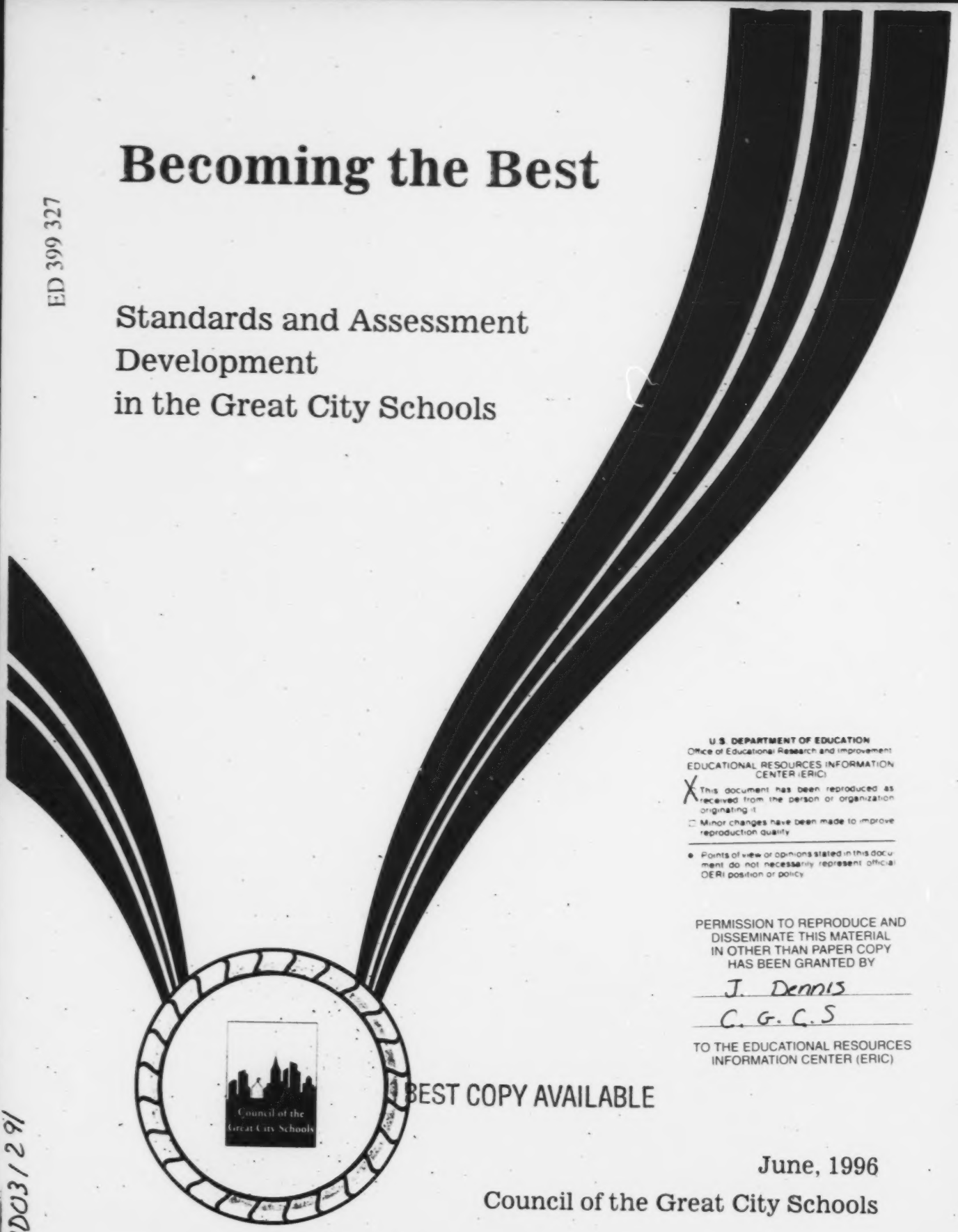
# Becoming the Best

## Standards and Assessment Development in the Great City Schools

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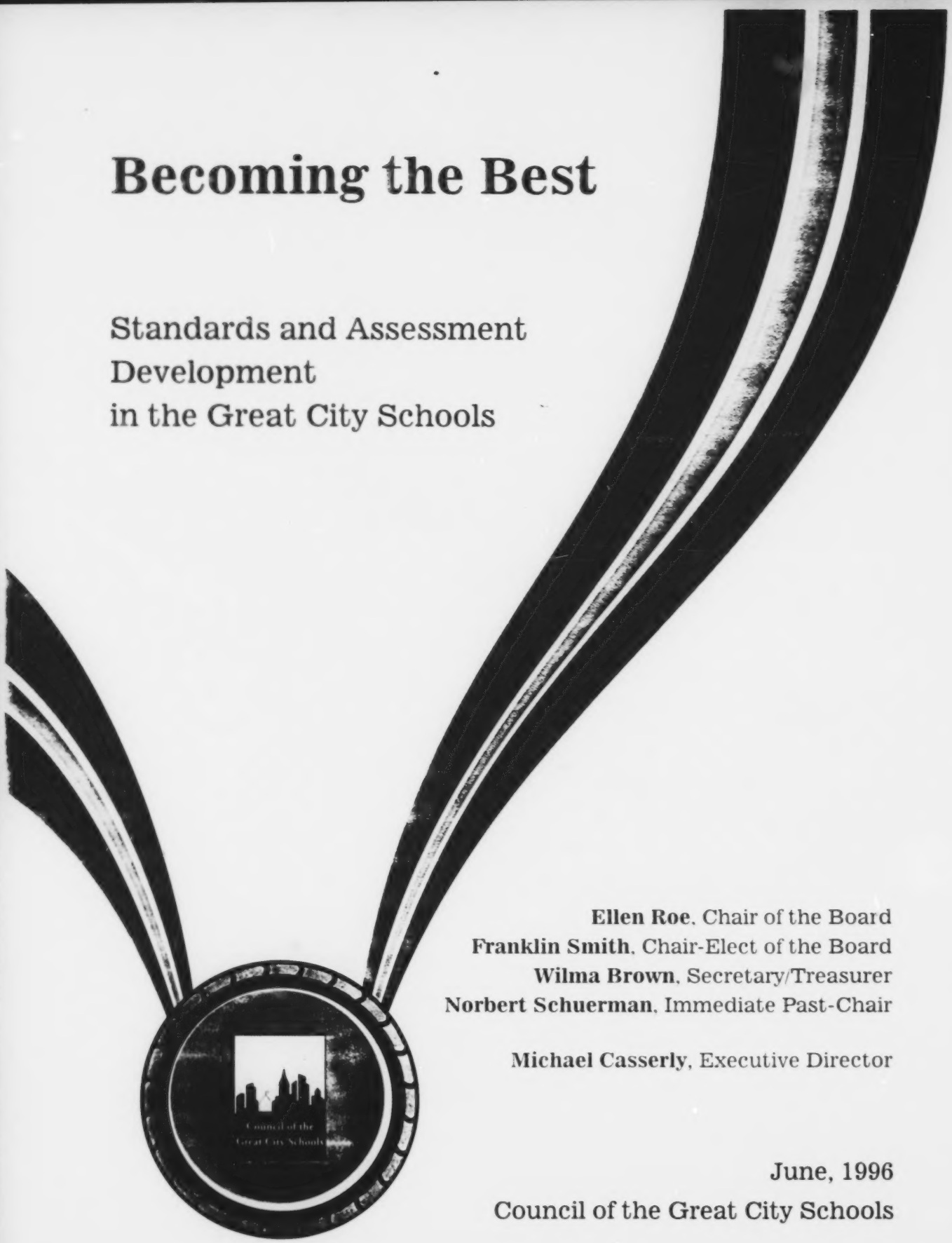
# Becoming the Best

## Standards and Assessment Development in the Great City Schools




**Ellen Roe**, Chair of the Board
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**Michael Casserly**, Executive Director

June, 1996
Council of the Great City Schools

# Table of Contents


Highlights ..... iii

Acknowledgments ..... v

Background ..... 1

The Value of Standards ..... 1

Catalysts for Standards ..... 2

National Efforts to Develop Standards ..... 2

President Clinton's Entry Into the Standards Arena ..... 3

State Activities ..... 4

Standards Development in Urban Schools ..... 4

Critical Issues for Standards Development in Urban Schools ..... 5

- Urban Voice in Standards Development ..... 5
- State and National Guidance Versus Local Control ..... 5
- Attention to Diversity and New Scholarship ..... 6
- Effects of Standards on Urban Students ..... 6
- Ends Versus Means ..... 6
- Going to Scale ..... 6
- Benchmarking Progress ..... 6
- Connections to the School Context ..... 7
- Teacher Involvement and Professional Development ..... 7
- Public Engagement ..... 7
- Equity in Educational Assessments ..... 7
- Coordination and Alignment ..... 8

Survey Methods ..... 8

Content Standards Development in the Great City Schools ..... 9

Current Status ..... 9

- Beginning the Process ..... 9
- Status of the Process ..... 9
- Subject Areas and Grade Levels ..... 10

Influences on Content Standards Development ..... 11

- Influences on Standards Development ..... 11
- Relationship to Other Standards ..... 12

Process and Purpose for Standards Development ..... 13

- Purposes for Content Standards ..... 13
- External Group Involvement ..... 14

Resource and Assistance Needs ..... 15

- External Funding ..... 15
- Challenges and Needs in Standards Development ..... 16

ASSESSMENT DEVELOPMENT IN THE GREAT CITY SCHOOLS ..... 17
CURRENT STATUS ..... 17
- Relationship with State Assessment Systems ..... 18
- Assessment Development for Special Populations ..... 18
- Alternative Assessment Development ..... 20
- External Group Involvement ..... 20

NEEDS FOR TECHNICAL ASSISTANCE ..... 23

DISCUSSION AND CONCLUSIONS ..... 24

TECHNICAL NOTES ..... 26

## APPENDICES

APPENDIX A: PROFILES OF GREAT CITY SCHOOLS' STANDARDS AND ASSESSMENT DEVELOPMENT EFFORTS ..... 27

APPENDIX B: PROFILES OF STATE CONTENT STANDARDS DEVELOPMENT EFFORTS ..... 49

APPENDIX C: VOLUNTARY NATIONAL STANDARDS: SUBJECT AREA RESOURCES ..... 61

APPENDIX D: ORGANIZATIONS WORKING ON STANDARDS-RELATED ACTIVITIES ..... 67

APPENDIX E: SELECTED REFERENCES ..... 77

## LIST OF FIGURES AND TABLES

FIGURE 1: ORIGINS OF URBAN SCHOOL STANDARDS DEVELOPMENT ..... 11

FIGURE 2: PURPOSES FOR DEVELOPING URBAN SCHOOL STANDARDS ..... 13

FIGURE 3: INVOLVEMENT OF EXTERNAL GROUPS IN URBAN STANDARDS DEVELOPMENT ..... 14

TABLE 1: URBAN SCHOOL CHALLENGES IN STANDARDS DEVELOPMENT ..... 16

FIGURE 4: INVOLVEMENT OF EXTERNAL GROUPS IN URBAN ASSESSMENT DEVELOPMENT ..... 21

TABLE 2: TECHNICAL ASSISTANCE NEEDS FOR URBAN SCHOOL ASSESSMENT DEVELOPMENT ..... 23

# HIGHLIGHTS

## STANDARDS

- Some 77% (or 28 of 36 responding GCS districts) are in the process of developing or adopting content standards; 8% (or 3) of the districts have completed content standards in at least four core content areas; and 13% (or 5) have completed and implemented content standards in four core content areas.

- Some 71% (or 25 of 35 responding GCS districts) indicated that the development of content standards was initiated locally or at the state level.

- Approximately 69% (or 22 of 32 responding districts) indicated that the content standards they were developing or had developed used either national or state standards as models or guidelines.

- Some 97% (or 35 of 36) of the GCS districts responding to this survey reported that the process of developing content standards involved outside organizations, groups and stakeholders.

## ASSESSMENT

- About 84% (28 of 33) of GCS districts responding to this survey are in the process of changing overall assessment systems to align with new national, state, or local content standards.

- About 30% of GCS districts (10 of 33) responding to this survey expect new assessment systems to be closely aligned with state assessment systems.

- Nearly 42% (11 of 26) of GCS districts responding to this survey are using performance-based assessments as part of their overall assessment systems.

- About 44% (or 12 of 27) of GCS districts responding to this survey believe they will need technical assistance in developing assessment instruments.

# ACKNOWLEDGMENTS

Surveys and reports of any kind are difficult to do, but they are doubly so when the topic is as complex as educational standards. And the task is not made easier when the venue is one where so little has been written about standards to date: the cities. Despite the complexity and lack of signposts, this report was produced through the work of many hands and many people. They include:

**Adrienne Bailey**, Senior Consultant, Council of the Great City Schools

**Abby Hochberg**, Intern, Council of the Great City Schools

**Tametra Hogue**, Intern, Council of the Great City Schools

**Nancy Kober**, Kober and Associates

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**Cecilia Ottinger**, Director of Research, Council of the Great City Schools

**Mark Root**, Manager of Technology and Information Services, Council of the Great City Schools

**Shirley Schwartz**, Director of Special Projects, Council of the Great City Schools

Thank you for producing the nation's first report on the status of standards development in urban schools.

Finally, the Council thanks all those organizations and individuals who provided their thoughts, materials, resources and bibliographies. We have included those in the appendix for the information of urban school leaders, and we have established a clearinghouse of many of those resources. Council members and others are encouraged to contact them or us for additional information.

*Michael Casserly*
Executive Director
Council of the Great City Schools

# BACKGROUND

Recognizing that the vitality of our nation depends on all citizens being educated to high levels, school districts and states are carrying out profound, systemwide changes to improve educational quality. They are strengthening curriculum and course requirements, revising instructional methods, rethinking how testing is conducted, and enhancing professional development opportunities for teachers and others. Perhaps most significantly, they are setting rigorous standards to define the content and skills that students should learn in core content subjects and to establish the expectations for student performance at particular grade levels.

Many view the movement to develop local, state, and national content standards as the most critical component of the current drive for systemic school reform. The primary aim of the movement is to ensure that all students—rich or poor, gifted or children with special needs—master a "world class" body of knowledge and skills, which will enable them to graduate, make a successful transition to college or employment, and live productively at work, at home, and in their communities.

The member districts of the Council of the Great City Schools are tackling the issue of standards head on, as they develop their own content and performance standards, implement state standards, and address new requirements for standards in Title I and other federal programs. The Great City School (GCS) districts understand the importance of educating urban children to world-class standards. At the same time, they are grappling with the unique challenges of implementing standards for very diverse school populations while having very limited resources.

## THE VALUE OF STANDARDS

Advocates of standards-based reform cite many benefits that challenging content and performance standards can bring, including the following:

- Standards provide a coherent vision and direction for reform, so that curriculum, teaching, assessment, and other components of education will work in harmony instead of at cross purposes.

- Standards encourage teachers, parents, and the students themselves to hold high expectations that all children can and will learn challenging content and skills.

- Standards give schools incentive to provide a solid academic curriculum to all students, instead of allowing some students to take watered-down courses that do not adequately prepare them for work or higher education.

- Standards shift the focus of educational accountability away from compliance with specific requirements, processes, and "input" measures, toward what matters most—the end result of student achievement, the final "output."

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- Standards send a clear message to parents and the general public about what schools are responsible for providing and what students are responsible for learning.

- Standards spur business and industry to support and increase their involvement in education, by signaling that schools intend to graduate young people with the skills and knowledge necessary to assume jobs in a globally competitive economy.

- Standards bring the U.S. education system more in line with those of our international competitors, most of whom base their educational policies on standards.

## CATALYSTS FOR STANDARDS

Since the movement for standards-based reform originated seven years ago, it has been a bipartisan effort, with Republican and Democratic administrations, governors, and legislators at all levels embracing the concept. And the reforms have drawn ideas and energy from state departments of education, leading-edge local communities, business, and national professional associations and reform groups.

The standards effort grew out of the 1989 Education Summit held in Charlottesville, Virginia. There, President Bush and the nation's governors met to discuss plans for making the U.S. a world leader in educational achievement instead of "a nation at risk." They agreed on six National Education Goals for the U.S. to achieve by the year 2000 that related to preparing young children to learn, increasing school completion, boosting student achievement and citizenship, improving mathematics and science achievement, enhancing adult literacy and lifelong learning, and ensuring safe, disciplined, and drug-free schools. By adopting a clear and concise set of goals, the governors hoped to provide a unified direction for local, state, and national reforms and a rallying point for public support of education.

After the 1989 summit, the governors established a nonpartisan National Education Goals Panel to coordinate efforts to make the Goals a reality. The panel and the governors soon realized that progress toward the Goals could not be measured without a workable definition of academic excellence and a means to assess performance. Thus, the six Goals helped stimulate a movement around the country to develop content standards backed by valid assessments.

## NATIONAL EFFORTS TO DEVELOP STANDARDS

As part of the standards movement, national professional organizations, drawing on the expertise of teachers and others, have undertaken efforts to draft voluntary standards for student learning in core subjects. The National Council of Teachers of Mathematics was the first group to develop voluntary national standards for math curriculum in 1989. Other organizations, working individually or in groups, since have developed or are in the

process of developing standards for other subjects. Standards have been released in draft or final form in mathematics, science, English, foreign languages, arts education, history, civics, geography, physical education and English as a second language.

Several of these national standards-setting projects received initial funding from the federal government, although it is the independent organizations, not the federal government, that are actually producing the standards. Funding has also come from the respective organizations and the private sector. In all cases, the emerging national standards are voluntary in nature, aimed at providing non-binding guidance that states or school districts may choose to adopt or reject, add to or pick from, revise or ignore.

## PRESIDENT CLINTON'S ENTRY INTO THE STANDARDS ARENA

In spring 1994, President Clinton signed into law the *Goals 2000: Educate America Act* (PL 102-227), the first federal law to address comprehensive reform of the nation's K-12 school system. This legislation, derived from President Bush's *America 2000* legislation, codified the six National Education Goals and added two new goals for teacher professional development and parent involvement. It also provided funding for states and local school districts to develop and implement their own educational standards, related assessments and other systemic improvements. In short, Goals 2000 uses a standards-based model for reform; states and school districts are encouraged to embrace challenging education standards, then align their curriculum, assessments, instructional materials, professional development, and other education policies around these standards.

In fall 1994, President Clinton signed into law PL 103-382, the *Improving America's Schools Act (IASA)*, which amended and extended various programs of the *Elementary and Secondary Education Act (ESEA)* including the Title I program for disadvantaged children (formerly Chapter 1). The reauthorized Title I represents a $7 billion federal investment in transforming and upgrading the quality of education for poor children.

The IASA explicitly links Title I and several other ESEA programs with the systemic reform efforts supported under Goals 2000. Specifically, the new Title I requires states to develop or adopt challenging content and performance standards for Title I participants that are the same as their standards for other children in the state, and requires school districts to determine the progress of Title I children toward meeting these standards. Title I also calls upon states and local districts to develop a set of high quality yearly assessments aligned to the content standards. With approximately $2 billion in Title I funds going into the Great City Schools in 1995-96, the Title I amendments exert a strong influence on the cities' approaches to standards-based reform.

The School-To-Work Opportunities Act (PL 103-239), another law enacted in 1994 and supported by the Clinton Administration, also requires funded school-to-work transition programs to be designed so as to help participating students meet the same content standards that the state has developed for all students under Goals 2000 or a similar process.

With the passage of these three Acts, we now have in place the most comprehensive package of federal education reform legislation in U.S. history.

## STATE ACTIVITIES

States are the locus for much of the standards-based reforms. Nearly all the states report that they have developed or are developing standards for what students should know and be able to do in the core content subjects. According to the Council of Chief State School Officers, over 45 states are engaged in revising curriculum frameworks to align with higher standards.

In March of this year, 44 governors, accompanied by business leaders from their states, convened in Palisades, New York to take stock of their progress since the 1989 summit and to develop a process for comparing and reviewing the quality of state education standards. At this summit, participating governors promised to set higher content standards for high school graduation within two years, and business leaders pledged to use school transcripts as a basis for hiring and to consider state progress in meeting standards as one factor in plant locations.

## STANDARDS DEVELOPMENT IN URBAN SCHOOLS

Urban school districts are also involved in standards-based reform; in fact, some large-city school systems are respected leaders in the standards movement nationally. In 1990, the members of the Council of the Great City Schools adopted National Urban Education Goals. And now, understanding more than ever that better results are what students need and what citizens want, urban leaders are making a corresponding commitment to standards-based reforms.

In recent years, educational improvement has been the top priority for urban superintendents, school board members, principals, teachers, and parents. A recent poll conducted by the Council found that urban schools are more focused now on increasing student achievement than ever before. GCS districts have implemented various programs to raise student achievement, enhance the quality of school decision making, and better serve students with special needs. Many districts are now finding that setting higher standards can give a shot in the arm to their reform efforts, provide a clear focus for systemic reform, stimulate additional improvements, and state clearly that they expect the same high levels of performance from urban children that others expect from non-urban children.

The vast majority of large urban school districts are in some phase of developing, adopting, planning or implementing new, higher content standards, and several are scheduled to complete the initial process by the end of the 1995-96 school year. Some districts have initiated their own standards, while others are responding to state initiatives or adapting voluntary national standards. And the majority of GCS districts are revising their assessments to match new content standards.

Nowhere does the national resolve to strengthen education through higher standards face a tougher challenge than in the nation's large cities. Urban school systems enroll a much higher than average percentage of low-income children, linguistically diverse children, and children with disabilities. They also educate children affected by such social stresses as drug abuse and street violence. Thus, urban children often experience an "achievement gap" compared with their more advantaged peers and have a longer way to go to meet challenging standards. And although urban children tend to have greater and more costly educational needs than their suburban counterparts, big-city public schools do not usually receive per pupil funding commensurate with their needs.

Because of these distinctive urban challenges to reform, it is very important for urban districts and their local constituencies to feel a sense of ownership of standards and related reform plans. One way to accomplish this is for districts to lead the development of their own standards or put their own spin on state or national standards. Some urban districts have already done this to some degree; about one-third of GCS districts surveyed for this report are developing content standards as a result of a local initiative. In fact, some districts are ahead of their states in the standards-setting process, and some have produced standards that are more challenging, more substantive or more specific than those states or national groups have generated.

For standards to translate into genuine changes in practice, they must be owned, embraced and understood by teachers, parents, and the community, and this is more likely to occur when standards are developed or generated at the local level, with the involvement of teachers, parents, and other key parties. Locally spawned standards are also more likely to be responsive to the needs of the student population, the concerns of local constituencies, and special local conditions.

## CRITICAL ISSUES FOR STANDARDS DEVELOPMENT IN URBAN SCHOOLS

Using standards to improve content achievement in the urban context raises a number of critical questions and issues, including the following:

*Urban Voice in Standards Development.* What role will urban representatives play in the standards development process at national and state levels? How will decision making authority about standards be balanced between the states and the school districts? Urban systems enroll substantial percentages of each state's population and a large percentage of the state's minority and low-income public school students. The standards development process must include these voices in substantial ways.

*State and National Guidance Versus Local Initiative.* How will local use of state or national standards affect the local sense of ownership of education? Will the application or implementation of state standards stimulate improvement or curb local innovation? State standards should provide substantive guidance that goes beyond generalities, but be broad enough to allow for local curriculum development and experimentation. The challenge is to strike a balance that provides state leadership and adequate accountability but respects

local control and expertise to develop appropriate solutions. This does not have to be an "either-or" issue; states may work in partnership with local school systems, guide a consensus building process, or allow local districts to supplement or adapt state standards to address local situations.

*Attention to Diversity and New Scholarship.* Content standards will not be valid for use in urban areas unless they reflect the diversity of the U.S. They must cover a wide range of knowledge in all the disciplines as well as differing perspectives, experiences, and values of linguistically, racially and culturally diverse students. The diversity of the urban population must also be considered in developing curriculum, teaching methods, and assessment tasks to accompany new standards and subject matter. Standards-based reforms should also take into account recent research in cognitive science about how children learn, including those from diverse linguistic and cultural groups, and those with diverse learning styles.

*Effects of Standards on Urban Students.* Will the implementation of standards promote or diminish opportunities for urban children? What options exist for students who do not meet the standards on the first try? What options are available to school districts that decide state standards are being applied unfairly or causing harmful and unintended negative results? In a standards-driven system, schools are responsible for ensuring that all students master the knowledge and skills encompassed by the standards. At the same time, some urban educators have expressed concern that the existing achievement gap between urban schools and more advantaged schools is already well documented; what purposes are served by collecting further documentation? Moreover, a standards-based system places accountability for student failure on the educational system, not the students.

*Ends Versus Means.* While end results are the ultimate gauge of the success of a school system, there are many factors that affect the ability of schools to achieve results. Efforts to improve student achievement will require more than higher content standards. Schools must have adequate resources to deliver a quality educational program and provide children with meaningful "opportunities to learn." Urban schools do not always have the optimum resources or inputs. Not only do districts vary in their student population, but they also differ in funding, facilities, school conditions, and instructional and teacher characteristics. A standards-based system ought to consider these differences in evaluating school and student progress and determining allocation of federal, state and local resources for reform.

*Going to Scale.* More so than the vast majority of school systems across the country, urban schools face challenges of size and complexity. These issues present major problems for cities attempting to transform pilot standards efforts from selected schools into system-wide reforms. The tasks include assurance of assessment validity, curriculum development, professional development, communications and dissemination, costs, teacher recruitment and many other factors.

*Benchmarking Progress.* Many of the current standards are framed as exit outcomes at the eighth and twelfth grades. But students, parents, and the public need more frequent

information to monitor the incremental progress that students are making throughout their educational careers. This progress ought to be documented in multiple ways, such as reporting of achievement test data and exhibitions or portfolios of student work. Moreover, performance should be measured by data at the state, district, and classroom levels—and disaggregated by variables important to the community.

***Connections to the School Context.*** If standards are to be meaningful, they must recognize that students gain knowledge in many different contexts, including home, school, community and church. Students constantly receive information from multiple sources—teachers, parents, peers, neighbors—that help them formulate and validate perceptions about the world and about their own abilities. In light of the extensive challenges that urban schools face in closing the achievement gap, they will need reinforcement from other segments of urban life, including community-based organizations, extended families, and parents.

***Teacher Involvement and Professional Development.*** Teachers, by definition, are critical if high standards are to result in high achievement. That means improving the rigor of classroom teaching in cities; strengthening the curriculum; providing professional development that is timely, teacher-driven and teacher-helpful on how to use standards and new assessment systems; boosting the accountability of teachers; and having teachers provide leadership and expertise in standards and assessment development.

***Public Engagement.*** National and state standards in any subject have to earn the right to be taken seriously at the local level. External standards must be developed with a sensitivity to local needs and an openness to adaptations that address unique situations. Grassroots support for higher standards is a critical ingredient for success. And it is equally critical that the public understands and commits itself to new assessment methods that align with the standards. Parents must know and understand the importance of standards to their children's future. Parents and the public must be committed to ensuring that schools provide adequate opportunities and resources for all children to learn at high levels.

***Equity in Educational Assessments.*** The task of developing state and local assessments to measure progress toward standards raises several issues of interest to urban districts. What will the main purpose of the assessment system be: providing data for accountability purposes—and for whom—or providing feedback for adjusting instruction? What kinds of assessments—traditional standardized tests or new forms of authentic assessment—will be used for which subjects? How should assessment results be disaggregated to indicate the performance of specific groups of students or specific kinds of schools? Will the assessments provide adequate options for students to demonstrate their learning? And how often will assessment results be reported? It is also as important in assessment development as it is in standards development that there be broad community involvement, including the voices of diverse constituents. Finally, cities provide an unmatched test-bed for testing the validity and reliability of new assessments with a highly diverse population.

*Coordination and Alignment.* States are making substantial efforts to develop challenging content standards. City schools, as we shall see in this report, are making similar efforts to develop higher standards and to link them with their reforms. The relationships between what the states and the cities are doing has not received much attention. But the ability of states and cities to collaborate on the standards will largely determine whether or not these reforms will work in the places where they are needed most. In addition to aligning the work of cities and states, both will have to coordinate how these efforts answer certain key questions. What do parents need to know about their child's education? How do teachers know the strengths of their students and what additional work may be needed? What information is essential for accountability purposes and resource allocation? These and other questions—and the principles that flow from them—should ground the discussions between state and local entities about how to design and implement a well coordinated and comprehensive system of standards, assessments and accountability measures.

To gain more information about standards and assessment development in the Great City Schools, the Council conducted a survey in the spring of 1995. The results, summarized in this report, show the progress that the GCS districts are making in developing and implementing higher content standards and related assessments. It also provides information about the kinds of standards and assessments being developed, the forces influencing this development, and the challenges being faced in this process. This report does not attempt to address all the questions and issues listed above; rather, these issues have been raised in order to illustrate the kinds of thinking that states and urban schools will have to do as they proceed with the next steps of the standards development process.

## SURVEY METHODS

This research report is a summary of the information the Council of the Great City Schools gathered in a survey on the development of standards and assessments during the spring of 1995. The survey focused on gathering descriptive information about the process and accomplishments in the development of standards and assessments. The following types of questions were asked:

- What was the impetus for content standards and assessment development?
- When did the development of content standards and assessments begin?
- What content areas and in what grades have content standards and assessments been developed?
- What external groups were involved in the standards and assessment development process and how effective were they?
- What purposes are envisioned for the use of content standards and assessments?
- What are the challenges and technical assistance needs that result from the content standard and assessment development process?

Some 77% (36) of the 47 districts that make up the Great City Schools responded to a survey mailed in May 1995 (see Technical Note 1). The survey was sent to the director of research and evaluation in each district. In some cases, the survey was given to other administrative units in the district to complete. Respondents to the survey included directors of curriculum and instruction, assessment and evaluation, associate/assistant superintendents of instruction, assessment specialists, and Title I directors as well as directors of research and evaluation. Unless otherwise noted, results of the survey are based on responses made by all 36 of the districts for their 1994-95 school year. It should also be noted that since this survey was conducted in spring 1995, many districts made tremendous strides during the 1995-96 school year in developing and implementing content standards as well as revisions in systems of assessment.

# CONTENT STANDARDS DEVELOPMENT IN THE GREAT CITY SCHOOLS

## CURRENT STATUS

GCS districts, for the most part, became involved in the standards setting process in 1993 and several districts were scheduled to complete the initial process by the 1995-96 school year. All districts that responded to the survey are in some phase of content standard development or planning.

***Beginning the Process.*** To determine the status of content standards development in the Great City Schools, the survey asked: "When did your district begin the development process?" Results are reported on the responses of 34 GCS districts:

- One district (or 3% of 34 responding districts) began a form of this process of developing standards as early as the 1985-86 school year; 18% (or 6 of 34 responding districts) began the process during the 1989-90 school year.

- About 9% (or 3 of 34 responding districts) began the development of content standards during the 1991-92 school year and 15% (or 5 of 34 responding districts) began development during the 1992-93 school year.

- Most of the responding districts began the process between the years 1993 and 1995; 24% (or 8 of 34 responding districts) began the process in the 1993-94 school year and 32% (or 11 of 34 districts) began the process during the 1994-95 school year.

It appears that the development of content standards is between two and three years old in most of the Great City School districts, about as old as the process in most of the states.

***Status of the Process.*** The survey also asked: "What is the status of your district's efforts to develop new content standards?"

- In May 1995, more than three out of five GCS districts (77% or 28 of 36 districts) were in the process of developing content standards.

- Another 14% (or 5) of 36 responding GCS districts indicated having completed their initial round of standards development or being in the process of implementing standards in at least four basic content areas by May 1995.

- Only 8% (or 3) of 36 responding GCS districts indicated that they had completed their content standards development in at least four basic content areas by the end of the 1994-95 school year.

The data indicate that the majority of GCS districts are in the process of developing content standards. A few have completed at least their initial round of standards development and are in the process of implementation.

***Subject Areas and Grade Levels.*** The survey asked in what subject matter areas and in what grades content standards were being developed. The survey listed 11 content areas (see Technical Note 2) and provided space for respondents to add any other areas not listed. Results are reported on the responses of 35 districts:

- About 11% (or 4) of the districts have developed content standards in all four core areas of English/language arts, mathematics, science, and history/social studies; 5% (or 2) of the districts have developed content standards in English/language arts and mathematics only.

- Some 37% (or 13) of the districts reported development of content standards in several subject matter areas (i.e., <u>two or more</u> of the content areas) in addition to the four core content areas; and 26% (or 9) of the districts reported the development of content standards in the four core areas as well as in <u>all seven</u> additional content areas presented in the survey (i.e., foreign language, history, fine arts, economics, geography, civics/government, and physical education/health).

- All districts developing or having developed content standards (or 28 districts) are doing so for students across all grade spans, kindergarten through 12; 20% (or 7) of the districts are benchmarking their standards at selected grade levels.

- Some 3% (or only 1) of the responding districts are benchmarking their standards in the four core areas, while 17% (or 6) are benchmarking in selected content areas in addition to the four core content areas.

The data indicate that at least some GCS districts have developed content standards in the four core content areas of English/language arts, mathematics, science, and history/social studies. Most, however, have gone beyond the core to develop content standards in other content areas such as foreign language, history, fine arts, economics, geography, and physical education. Moreover, some districts are developing content standards at

benchmarked levels (i.e., the selected grade levels, grade spans or other developmental stages at which the standards are applied). Although grade levels at which the standards are benchmarked vary from district to district, the common grade levels in the responding school districts appear to be 4, 8, 10 and 12.

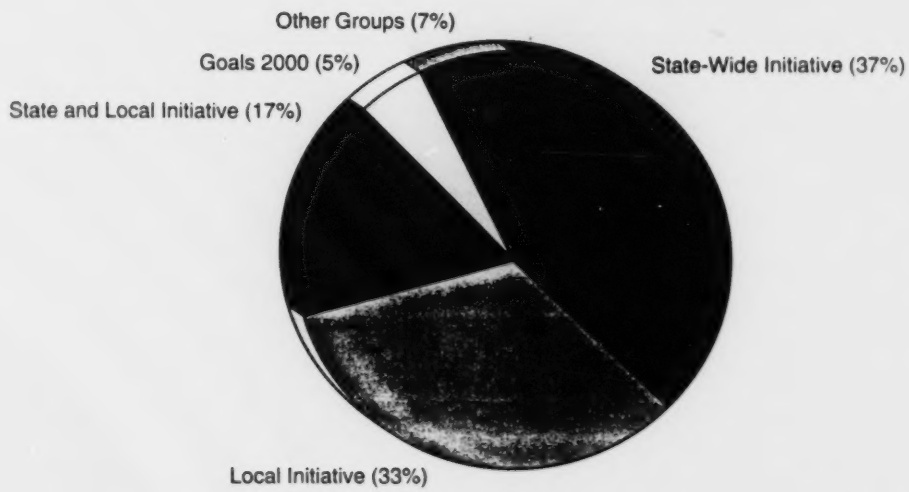
## INFLUENCES ON CONTENT STANDARDS DEVELOPMENT

Since the advent of *Goals 2000*, there have been many efforts to establish high standards of achievement for all students by a variety of stakeholders, organizations, and policy makers. In recent years, many state legislatures mandated content standards for all public schools, and state departments of education responded to this mandate by developing curriculum frameworks, graduation requirements, or guidelines for content standards that address both knowledge and skill. This work at the national and state level has had an impact on urban districts, as will be discussed in the following sections.

***Influences on Standards Development.*** To determine influences on the development of new standards, the survey asked districts to indicate whether content standards were being developed in response to national, state, or local initiatives to raise the level of student achievement. Additionally, the survey asked the districts to describe the relationship between the district's content standards and national and/or state standards. On the basis of 35 district responses, Figure 1 shows influences on the development of content standards at the district level.

***Figure 1***

**Origins of Urban School Standards Development**




*Source: Council of the Great City Schools, 1996*

n=35 districts

- About 37% (or 13) of 35 responding GCS districts developed content standards as part of a broader statewide initiative.

- About 34% (or 12) of 35 responding GCS districts developed content standards in response to a local initiative.

- About 17% (or 6) of 35 responding GCS districts reported developing content standards as part of a combination of state and local initiatives.

- Content standards developed in approximately 5% (or 2) of 35 districts were in response solely to Goals 2000.

- One district (3%) developed content standards as part of the New Standards Project and one district (3%) developed content standards expressly in response to Goals 2000 and a state initiative.

***Relationship to Other Standards.*** The survey asked districts to describe the relationship between district content standards and national and state standards. Some 32 districts responded to the question. The data suggest that:

- More than three out of five districts' (69% or 22 of 32 responding districts) content standards were based on both national and state standards.

- About 9% (or 3) of 32 responding districts reported having content standards which were based solely on state standards; another 9% (or 3) of districts reported content standards based solely on national standards.

- Two (6%) responding districts reported basing content standards on national, state, and professional organization standards, while one (3%) district reported content standards based on state and professional organization standards, and one (3%) district reported the New Standards Project as the base for the development of new content standards.

The data from these two survey questions clearly indicate that the standards work of national, state, and professional organizations has been extensively used in the development of new content standards at the district level. It appears that districts are not reinventing the wheel in terms of developing new content standards. Most districts are choosing to base standards at the local level on national and state frameworks and guidelines, and some are contextualizing the standards to meet community needs.

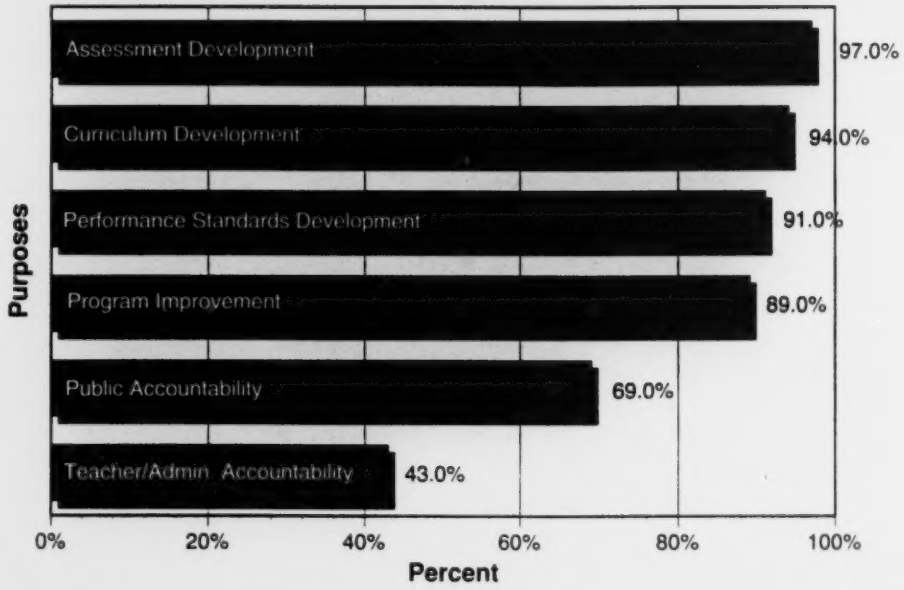
## PROCESS AND PURPOSE FOR STANDARDS DEVELOPMENT

Creating a system that ensures that all students can attain high standards is an enormous task—one that requires articulation of purpose and collaborative efforts.

*Purposes for Content Standards.* In order to determine how districts envisioned using new content standards, the survey asked "For what purposes will your district use new content standards?" Respondents were asked to list as many purposes as applied from a list (i.e., curriculum development, performance standards and assessment development, public accountability, teacher/administrator accountability, program improvement) and to briefly describe those purposes. The results are based on 35 district responses:

*Figure 2*

**Purposes for Developing Urban School Standards**




*Source: Council of the Great City Schools, 1996* n=35 districts

- About 97% (or 34) of 35 responding GCS districts reported that content standards would be used for assessment standards development; 94% (or 33 responding districts) envision using content standards for curriculum development; and 91% (or 32 responding districts) plan to use content standards for performance standards development.

- About 89% (or 31) of 35 responding districts cited program improvement as a purpose for content standards development.

- About two-thirds (69%) of 35 responding GCS districts said that content standards would be used for the purpose of public accountability.

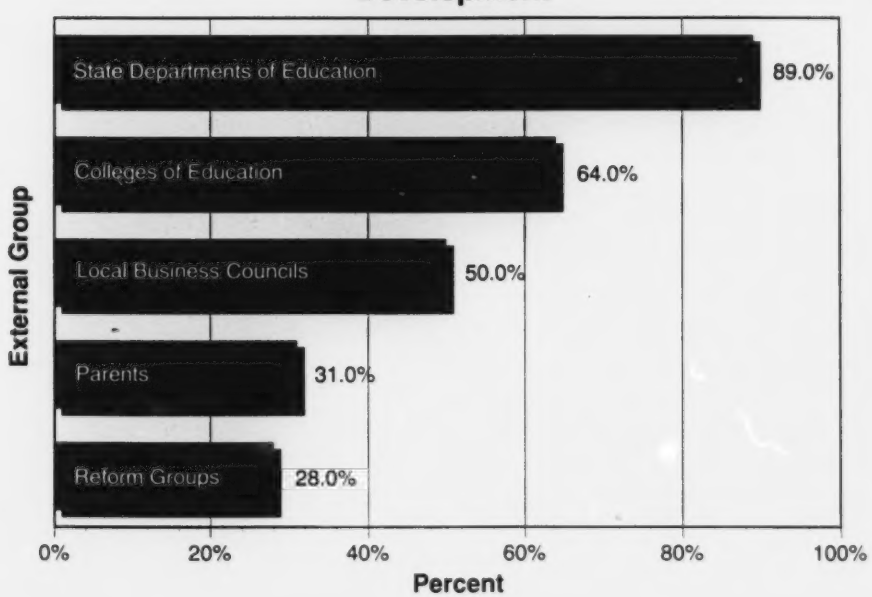
- About 43% (or 15) of 35 responding districts reported that content standards would be used for teacher/administrator accountability.

In their narrative comments, many districts said that content standards would be used to prepare students to meet state mandated requirements. Comments also indicated that districts expect new content standards to drive program improvement and the development of curriculum and instructional methodology to improve teaching and learning.

*External Group Involvement.* In order to determine what kind of external groups were involved in the process of developing standards and how helpful they were, the survey asked districts to list the participants in the process and to rate the quality of participation. A rating checklist of six commonly involved external groups, with space to add others, was provided. Respondents were asked to rate as many groups as applied. Figure 3 shows the involvement of external groups based on the responses of 36 GCS districts:

***Figure 3***

**Involvement of External Groups in Urban Standards Development**




*Source: Council of the Great City Schools, 1996*

n=36 districts

- About 89% (or 32) of the responding GCS districts reported the involvement of the state department of education in the development of local content standards.

- About 64% (or 23) of GCS districts cited colleges of education as having been involved in some phase of the development process.

- Half (50%) or 18 of the responding GCS districts reported the involvement of local business councils in the development process.

- Slightly less than a third (31%) or 11 of the responding GCS districts indicated that parents were involved in some aspect of content standards development.

- About 28% (or 10) of the responding districts reported that public education reform groups were involved in developing the standards.

Nearly 97% of GCS districts indicated that the standards development process involved a variety of external groups. State departments of education were most often involved, while public education reform groups were least involved in the development process.

GCS districts also rated the effectiveness of external group help. It appears that GCS districts found the assistance of state departments of education, colleges of education, and local business councils to be the most effective in the development process.

- Among those GCS districts who rated the assistance of local business councils, 83% (or 15) of 18 responding GCS districts considered their assistance either good or excellent.

- Among the GCS districts who rated the assistance of their state departments of education, 78% (or 25 of 32 responding GCS districts) found their assistance either good or excellent.

- Of those GCS districts who rated the effectiveness of colleges of education, 74% (or 17) of 23 responding GCS districts rated their assistance as excellent or good.

## RESOURCE AND ASSISTANCE NEEDS

Creating new systems of standards and assessments is costly. Adequate resources for systemic educational change is a major challenge for the urban school district. At the same time that GCS districts are revising content standards and assessment systems, they are faced with an environment of diminishing resources--both human and financial.

***External Funding.*** Often external funding is given to states and districts for the standards development process. The survey asked GCS districts if they were the recipients of any external funding to develop content standards and whether or not they expected to receive funding in the future. The results indicate that:

- In 1994-95, 29% (or 10) of 36 responding GCS districts received external funding to develop their content standards.

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The data indicate that the majority of GCS districts did not receive any external funding for this purpose. Additionally, most responding districts were unsure at the time of the survey if they would have external funding for the 1995-96 school year.

***Challenges and Needs in Standards Development.*** Change does not come without challenges and needs for assistance. New content standards for all students demand a new way of looking at teaching and learning. Once schools have new content standards in place, changes in other pieces of the educational system follow: new assessment systems, teaching strategies, materials and other appropriate resources, professional development practices, and policies to reinforce the expectation of academic rigor.

Table 1 presents the results of the survey question that asked "What are the greatest challenges and/or tasks your district is facing in developing or adopting new content standards?" The data are based on responses from 32 districts.

**Table 1.** Urban School Challenges in Standards Development

| | |
|---|---|
| 1. Providing Professional Development | 63% of districts |
| 2. Lack of Funding | 31% of districts |
| 3. Finding Adequate Time | 25% of districts |
| 4. Aligning Assessments with Content Standards | 22% of districts |
| 5. Obtaining the Support of Relevant Stakeholders | 22% of districts |
| 6. Managing Organizational Change | 9% of districts |
| 7. Meeting Needs of Diversity | 9% of districts |

- About 63% (or 20) of 32 responding GCS reported that one of the biggest challenges they faced was providing professional development to teachers, staff, community and others.
- About 31% (or 10) of 32 responding GCS districts identified lack of funding as a challenge.
- Some 25% (or 8) of 32 responding GCS districts identified time as a challenge.
- About 22% (or 7) of 32 GCS districts reported that aligning content standards with assessment systems presents challenges.
- Garnering public support was seen as a challenge by 22% (or 7) of the responding GCS districts.
- About 9% (or 3) of 32 responding GCS districts specifically mentioned "managing organizational change" as a challenge.

- Another 9% (or 3) of 32 responding GCS districts mentioned the problems inherent in developing content standards for a diverse student population as a challenge.

In their narrative comments, many of the districts identified the area of professional development, not only for teachers, but for administrators and the broader community, as the biggest challenge. Several districts also mentioned the need for technical assistance in managing the process of change that accompanies innovation. Issues of alignment with assessment systems and curricula also present challenges and needs for technical assistance.

# ASSESSMENT DEVELOPMENT IN THE GREAT CITY SCHOOLS

## CURRENT STATUS

When content standards are used as the basis for student achievement, changes are also needed in assessment systems. As GCS districts begin to complete the development of new content standards, attention is being given to what aligned assessment systems will look like.

To determine the extent to which GCS districts were changing or aligning assessments with content standards, the survey asked "Is your district in the process of changing or has your district changed its overall assessment system to align with new national, state or local content standards?" and "Are the changes in your district's assessment system in response to broader statewide initiatives or is this a locally initiated effort?" The data, based on 33 district responses, indicate that:

- The majority of GCS districts (85%) or 28 of 33 responding GCS districts have changed or are in the process of changing assessment systems to align with new national, state, or local content standards.

- About 42% (or 14) of 33 responding GCS districts are changing their assessment systems in response to what they perceive as a locally initiated effort.

- About 30% (or 10) of 33 responding GCS districts are changing assessment systems in response to a broader statewide initiative.

- About 24% (or 8) of 33 responding GCS districts are changing their assessment systems in response to what they see as both state and local initiatives and 3% (or only 1 district) are changing the assessment system in response to local and Goals 2000 efforts.

Clearly, changes in the GCS school assessment practices are being driven by multiple forces, some national or federal, some state and some local.

***Relationship with State Assessment Systems.*** In order to determine the future relationship of the GCS districts' assessment systems to the states', the survey asked whether local systems would be the same, complementary, or supplementary to the state. Results are based on the responses of 33 districts.

- Some 33% (or 11) of 33 responding GCS districts reported that they planned to have assessment systems that complement the state system.
- About 18% (or 6) of 33 responding GCS districts indicated that their assessment system would be the same as the state system.
- Some 9% (or 3) of 33 responding GCS districts reported that local assessment systems would supplement the state assessment system.
- About 6% (or 2) of 33 responding GCS districts reported that local assessment systems would be complementary and supplementary to the state system of assessment.
- Another 6% (or 2) of 33 responding GCS districts said that local assessment systems would be the same and complementary to the state system of assessments.
- Some 27% (or 9) of 33 responding GCS districts reported that plans had not yet been finalized for how local assessment systems would relate to the state assessment system.

Narrative comments by the districts indicated that many were waiting for the state to finalize assessment requirements before completing plans at the local level.

***Assessment Development for Special Populations.*** Impending changes in Title I testing requirements and the need to develop appropriate assessments for Limited English Proficient (LEP) students and students with special needs are considerations in revising assessment systems in urban school districts. In a series of questions, the survey asked how districts are currently assessing these populations and how they plan to address transitional assessments for these populations. First, the survey asked what the district's 1994-95 school year assessment system was in regard to assessing Title I students, LEP students, and students with special needs. Results are based on 27 district responses.

- About 93% (or 25) of 27 responding GCS districts reported using standardized tests such as the California Achievement Test, the Iowa Test of Basic Skills, the Metropolitan Achievement Test, and the Stanford Achievement Test to assess Title I students in reading and mathematics. Approximately 19% (or 5 districts) also assess student writing ability.
- About 33% (or 9) of 27 responding GCS districts reported using Spanish language versions of standardized tests for LEP students. Approximately 26% (or

7) of the districts reported that screening test results determines specific testing requirements for LEP students and 19% (or 5) reported that the number of years in language assistance classes is a factor in determining testing requirements.

- About 67% (or 18) of 27 responding GCS districts reported that the Individualized Education Plan (IEP) determines testing requirements for students with special needs. Where possible, students with special needs are assessed with the same measures as Title I students.

Next, the survey asked "What will your state require or use in terms of transitional (1995-96 school year) assessments for evaluating Title I students?" and "What transitional (1995-96 school year) assessments does your district expect to use for evaluating Title I students?" The results, based on 27 responses, indicated that:

- About 55% (or 15) of 27 responding GCS districts indicated that their state was using assessments already in place.

- About 44% (or 12) of 27 responding GCS districts reported that the state had not yet determined what transitional assessments would be required.

- About 30% (or 8) of 27 responding GCS districts said that their transitional plan was under review or consideration.

- About 26% (or 7) of 27 responding GCS districts said they planned to use assessments that are already in place.

- About 19% (or 5) of 27 responding GCS districts plan to use the same assessments as the state.

- About 15% (or 4) of 27 responding GCS districts plan to use newly developed assessments.

- About 11% (or 3) of 27 responding GCS districts reported that they did not yet know what assessments they will be using.

Finally, the survey asked how the districts planned to address assessment issues in the new Improving America's Schools Act in the school year 1995-96 and beyond.

- About 37% (or 10) of 27 responding GCS districts indicated that they were waiting to see how states would address new federal legislation before making decisions.

- About 30% (8) of 27 responding GCS districts indicated that their assessments would complement state assessment requirements.

- About 11% (or 3) of 27 responding GCS districts indicated that their assessments would be based on state curriculum frameworks.

- About 15% (or 4) of 27 responding GCS districts indicated that they did not yet know how they would address new federal legislation.

- About 7% (or 2) of 27 responding GCS districts reported that the assessments are already in place.

Overall, the responses to these questions indicate that many GCS districts were awaiting state decisions before revising assessment plans.

*Alternative Assessment Development.* New understandings of how students demonstrate their achievements have encouraged new ways of assessing learning. Alternatives to norm-referenced and criterion-referenced tests are being developed to present a more well-rounded picture of student achievement. Many of these assessments ask students to provide real-life demonstrations of mastery and go well beyond traditional assessments in the amount of information they provide about student progress toward the acquisition of knowledge and skill.

The survey asked districts to describe the status of any efforts to develop, adopt or pilot-test standards-based portfolio, performance, or authentic assessment techniques. The results, based on 26 district responses, suggest that:

- About 42% (or 11) of 26 responding GCS districts reported the use of performance-based assessments.

- Some 23% (or 6) of 26 responding GCS districts are currently pilot-testing various assessment techniques such as portfolios or performance-based assessments.

- Approximately 23% (or 6) of 26 responding GCS districts are using some form of portfolio assessments, particularly in the content areas of reading and writing.

- In 6 districts (23%), committees of teachers, administrators, and/or parents are in the process of developing alternative assessment plans.

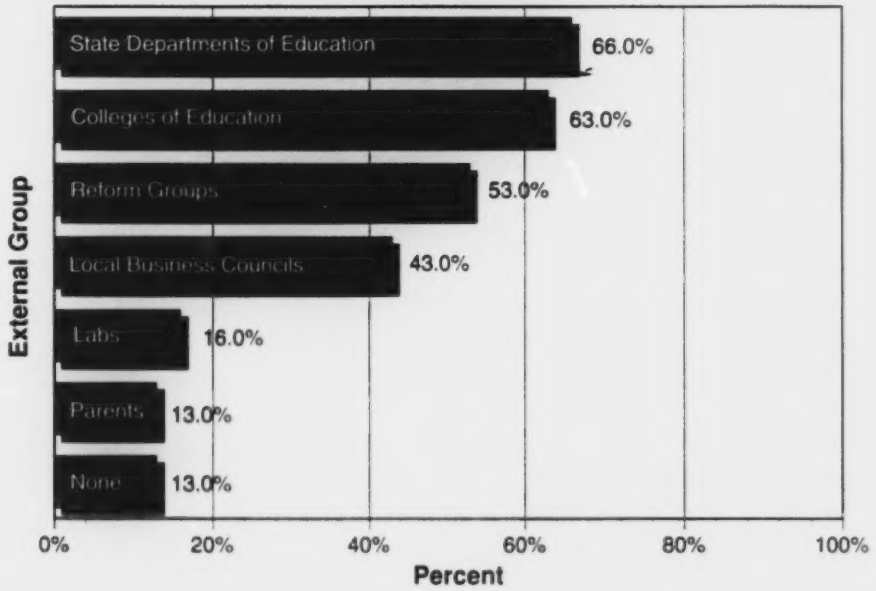
The data suggest that many GCS districts are already using some forms of performance-based assessments as part of their overall assessment systems. Most often responses indicated that performance-based and portfolio assessments are being developed, used, or pilot-tested in the content areas of reading, language arts, and mathematics.

*External Group Involvement.* A variety of stakeholders have been involved with the districts in the development of assessment systems to align with new content standards. In order to determine which external groups were involved in the process of developing as-

sessments and how helpful they were, the survey asked districts to list the participants in the process and to rate the quality of participation. A rating checklist of the six most common external groups, with space to add others, was provided. Respondents were asked to rate as many groups as applied. Results, based on 32 district responses, are shown in Figure 4.

*Figure 4*

**Involvement of External Groups in Urban Assessment Development**




*Source: Council of the Great City Schools, 1996* n=32 districts

- Some 66% (or 21) of 32 responding GCS districts reported the involvement of the state department of education in the development of assessments.
- About 63% (or 20) of 32 responding GCS districts cited colleges of education as having been involved in some phase of the assessment development process.
- Reform and public education groups such as the New Standards Project and NSF's Urban Systemic Initiative were cited as being involved in 53% (17) of 32 responding GCS districts' assessment development efforts.
- About 41% (or 13) of 32 responding GCS districts reported the involvement of local business councils in the development process.
- About 16% (or 5) of 32 responding GCS districts reported that regional education labs or centers had been involved in the assessment development process.

- Parents as participants in the process were cited by 13% (or 4) of 32 responding GCS districts.

- About 13% (or 4) of 32 responding GCS districts reported no external group involvement.

The data suggest that external groups have been less involved in the development of assessment systems than in the development of content standards. This may be because the GCS districts are not yet far enough along in the assessment development process or that state assessment requirements are in a state of flux and districts are unsure of the direction state testing will take.

GCS districts rated the effectiveness or usefulness of external group involvement in assessment development as follows:

- Among the GCS districts who rated the assistance of their state departments of education, 71% (or 15 of 21 responding) found that assistance either good or excellent.

- Of GCS districts that rated the help of local business councils, about 69% (or 9 of 13 responding) found the assistance good or excellent.

- The assistance in assessment development of regional educational laboratories was rated good or excellent by 60% (or 3) of 5 responding GCS districts.

- The assistance of public education reform organizations and other outside groups was rated good or excellent by 59% (or 10 of 17) of responding GCS districts.

- Of the GCS districts who rated the effectiveness of their local colleges of education, 55% (or 11 of 20 responding) found the assistance good or excellent.

## NEEDS FOR TECHNICAL ASSISTANCE

As the GCS districts continue to revise assessment systems, they anticipate technical assistance needs in several areas. In order to determine what these needs might be, the survey asked the districts to identify the areas in which they could use the most technical assistance. Table 2 lists the standards-based assessment needs identified by 27 responding GCS districts:

**Table 2.** Technical Assistance Needs for Urban School Assessment Development

| | |
|---|---|
| 1. Instrument Development | 44% of districts |
| 2. Data Analysis, Interpretation and Reporting | 37% of districts |
| 3. Staff Development | 37% of districts |
| 4. Instrument Scoring | 22% of districts |
| 5. Computer Applications | 19% of districts |
| 6. Data Base Creation and Management | 15% of districts |

- About 44% (or 12) of 27 responding GCS districts believe that they require assistance in developing assessment instruments. For example, some districts would like technical assistance in setting acceptable criteria for quality, and in establishing some criteria for performance.

- About 37% (or 10) of 27 responding GCS districts reported needing assistance with the interpretation, analysis, reporting, and application of data.

- About 37% (or 10) of 27 responding GCS districts need technical assistance in training staff to base instruction on standards, in communicating the necessity of assessments to staff, and in training staff to use portfolio assessments.

- About 22% (or 6) of 27 responding GCS districts require assistance in scoring assessments.

- About 19% (or 5) of 27 responding GCS districts require assistance in developing and using computer technology.

- About 15% (or 4) of the districts reported that they would like assistance in creating a data base of information on assessments that could be shared with other districts.

Narrative comments by some of the districts indicated that GCS districts would like to have more networking opportunities with one another and greater access to "cutting edge" research as they go about developing new assessments.

# DISCUSSION AND CONCLUSIONS

Several themes emerge from the results of this GCS survey on standards and assessment development.

First, the Great City Schools are responding seriously and promptly to the call by governors, national leaders, business people, parents, and other citizens to ensure that all children graduate from school with a high level of knowledge and skills. The vast majority of urban school districts responding to this survey are in the process of developing or implementing higher content standards. With this work, they are affirming that urban students can learn challenging content and skills, regardless of whether they come from low-income families or face other special needs, and that urban teachers can teach to high standards, regardless of whether they have the resources and facilities that more advantaged districts take for granted.

The survey also suggests that the standards development efforts of GCS systems are moving in pace with state and national efforts. Districts are taking steps now to be on schedule to implement new requirements for Goals 2000, Title I, and similar programs. Some urban districts are already implementing new content standards.

Second, in developing standards—and in some cases assessments, the cities are not simply reacting to state standards or national encouragement—many undertook efforts on their own initiative—but they are making use of the resources and expertise of state and national groups. About a third of the GCS districts are developing standards as a result of local initiatives, and another 17% are responding to both local and state initiatives. Even so, the cities are drawing from the standards work that has already been done at the state and national levels, with some modifications based on local context. This approach is consistent with the aims of Goals 2000 that local and state education reforms will work in concert.

The survey further suggests that local districts value the help they are receiving from states on standards and assessment development. According to the survey, 78% of GCS respondents rated assistance from state departments of education on standards issues as good or excellent, and nearly half gave states a good or excellent rating on their assessment development support.

Third, the big cities are focusing their standards development work on the core content subjects emphasized in the National Education Goals and Goals 2000. Most of the large-city school systems are addressing at least the core four areas of English/language arts, science, mathematics, and history/social studies, and several are including additional content areas. This approach is consistent with the aim of the standards movement to strengthen teaching and learning in the core content areas. In addition, the GCS districts are generally taking a comprehensive approach to standards by addressing students in grades K through 12, with benchmarks at multiple grade levels in between.

Fourth, in keeping with the basic philosophy underlying the standards movement, the vast majority of urban districts plan to use or are using their content standards to guide

changes in assessment, curriculum, instructional methods, and program improvement. In addition, about two-thirds of districts said they would use standards for public accountability, and 43% expected to use them for teacher or administrator accountability. Together these data suggest that the emerging standards will be consequential—more than a paper exercise—and will carry a fair amount of influence.

Fifth, the cities recognize the challenges associated with standards-based reform. Preparing teachers and administrators to implement standards is one of the greatest challenges and also the area where the districts felt they would need the most technical assistance. Urban districts also mentioned a variety of technical assistance needs related to assessment, including help with data analysis, staff development, and performance assessment.

Sixth, urban districts still have a fair amount of uncertainty about several aspects of the standards and assessment process. Much of this uncertainty stems from local districts waiting to see what states are doing about Goals 2000, the new Title I, and other IASA requirements—a reasonable local response, since states have considerable authority in these programs and in the whole standards movement. Another large area of uncertainty is where the funding will come from to implement new standards, conduct professional development, obtain technical assistance, and carry out other related tasks. This unease has probably heightened with the ongoing debate over the federal budget. Assessment is another area of uncertainty, with local districts waiting to see what state assessment programs and mandates will look like before going too far out on a limb with their own.

Finally, the survey does not speak to the quality of the standards being developed but it is important that they be rigorous and challenging because the results will have reverberations throughout the educational system. There is much concern now by others for the quality and specificity of locally-developed standards. And there is corresponding reluctance to vest the standards development process at the federal level. But an appropriate balance needs to be struck between the states and local schools if the highest possible standards are to be implemented and owned at the community level. City schools are in a unique position to strike this balance and to lend considerable expertise to states and national organizations on the development and feasibility of high standards. The choice in the current debate need not be solely between "world-class" quality and local control; both can be realized.

In summary, the Great City Schools are forging ahead with content standards and related assessments, even as we understand that this is not an easy process. This is the first time the nation has tried to set standards on such a wide scale, and many questions remain for all school districts. What do we do to help students who are not progressing? Where will funding come from to train all of our teachers? How do we effectively and fairly assess student learning using varying approaches and formats (e.g., portfolios, standardized tests, demonstrations of exemplary tasks or performances)? In addition, urban systems face particularly challenging tasks in attempting to revise more national approaches to standards that suit special urban needs, while still holding true to the principles of standards-based reform.

This process of developing, implementing and revising standards will be—and should be—a dynamic process, constantly revisited, debated and rethought as experience is gained. In the coming months and years, the districts of the GCS will continue to grapple with the questions raised in the introduction to this report, and will probably continue to revise standards and programs as we learn more and more. Throughout the process, however, our bottom line remains the same: even with limited resources and incredible racial, cultural and linguistic diversity, urban children can and will learn at world-class levels.

## TECHNICAL NOTES

**Technical Note 1**: The following Great City Schools responded to the May 1995 survey: Atlanta, Baltimore, Boston, Broward County, Charlotte, Chicago, Cleveland, Columbus, Dade County, Dallas, Dayton, Denver, Detroit, El Paso, Fort Worth, Fresno, Houston, Los Angeles, Memphis, Minneapolis, Nashville, New York City, Newark, Norfolk, Oakland, Omaha, Philadelphia, Pittsburgh, Providence, Rochester, Seattle, San Diego, St. Louis, St. Paul, Toledo, and Tucson.

**Technical Note 2**: The content areas listed were: English/language arts, mathematics, science, history, foreign language, geography, civics/government, social studies, economics, the arts, health/physical education. Content standards refers to both academic mastery of subject matter material and the academic skills and processes to obtain that mastery.

# APPENDIX A:

# PROFILES OF GREAT CITY SCHOOLS' STANDARDS AND ASSESSMENT DEVELOPMENT EFFORTS

## ATLANTA PUBLIC SCHOOLS

In response to a statewide initiative, Atlanta Public Schools is revising its existing standards. In so doing, Atlanta is supported by the Georgia Initiative for Math & Science (funded by the National Science Foundation), colleges of education, the Georgia Department of Education, regional labs, local business councils, the public education fund, and outside reform groups. Content standards will be used for curriculum development, performance standards development, assessment development, and program improvement.

Mathematics and science content standards (K-12) have been revised to reflect those at the national level. A systemwide task force has been formed to look at standards in the other content areas. This planning group will ultimately serve on a committee to set state standards.

Atlanta Public Schools uses a variety of assessment instruments: the Georgia Kindergarten Assessment Program, the Iowa Test of Basic Skills, the Tests of Achievement and Proficiency, the State Curriculum Based Assessments (in grades 3, 5, and 8), and the Georgia High School Graduation Tests. Atlanta is also developing standards-based assessments for grades K-12 in mathematics and science. This effort is being spearheaded by the Elementary Science Education Partners (ESEP) Program of Emory University, which is funded by a National Science Foundation grant.

*Contact: Dr. Weyman F. Patterson, Coordinator of Mathematics and Science, Atlanta Public Schools, 2930 Forrest Hill Drive, S.W., Atlanta, GA 30315. Telephone: (404) 827-8693.*

## BALTIMORE CITY PUBLIC SCHOOLS

In response to state and local initiatives, Baltimore City Public Schools is in the process of developing content standards. At the 9th through 12th grade levels, a performance-based curriculum is being developed based on state standards and information provided by community businesses through a process known as DACUM (Developing a Curriculum). Professional associations, the Maryland Department of Education, colleges of education, local business councils, and outside reform groups are participating in Baltimore's standards setting process. Content standards will be used for curriculum development, performance standards development, assessment development, and program improvement.

For grades K-8, Baltimore has already completed the development and implementation of standards in mathematics, English/language arts, social studies, science, foreign language, history, arts, and health/physical fitness. Baltimore is still in the process, however, of developing content standards in these same subject areas for grades 9-12.

Baltimore City Public Schools primarily relies upon a local performance assessment and the Maryland School Performance Assessment Program to measure student progress.

Baltimore is making plans to align its assessment system with new standards.

*Contact: Ms. Mary R. Nicholsonne, Associate Superintendent, Division of Instruction, Baltimore Public Schools, 200 East North Avenue, Room #210, Baltimore, MD 21202. Telephone: (410) 396-8888.*

## BOSTON PUBLIC SCHOOLS

The Boston Public Schools is in the process of developing content standards as part of a broader statewide initiative. A team composed of 104 teachers, administrators, parents, community agencies, institutions of higher education, and the State Department of Education is involved in the development of the content standards. Standards development is being aligned with Goals 2000 standards, standards of professional organizations, and the Massachusetts State Common Core of Learning standards in nine content areas. Content standards will prepare students to meet statewide standards and assessments mandated by the Massachusetts Education Reform Act and will be used for curriculum development, performance and assessment standards development, and program improvement.

Currently, content standards are being developed in mathematics, English/language arts, social studies, science, foreign language, arts, and health/physical fitness for grades K-12. Content standards are also being developed for grade 9 in civics/government.

The Boston Public Schools uses the Stanford Achievement Test for assessment of all students. The district anticipates that it will change its assessment system and use the State Curriculum Frameworks to develop a complementary assessment plan. The assessment system will likely align with the state's Common Core of Learning Standards that are being developed and reviewed statewide. At present, there are small locally initiated pilot programs of new assessments being conducted in individual schools.

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## BROWARD COUNTY PUBLIC SCHOOLS

Broward County Public Schools has developed locally initiated content standards. The Superintendent's Ad Hoc Standards of Service Policy Committee worked with several professional associations, local business councils, parents, community groups, the Florida Department of Education, colleges of education, and outside reform groups to develop its Core Curricular Competencies. Content standards will be used for curriculum development, performance standards development, assessment development, public and system accountability, and program improvement.

Broward has completed the development of mathematics, language arts, technology, behavior, and school-to-work standards for grades K-12. A defined curriculum for kinder-

garten instruction is being implemented across the district. The district is also in the process of developing standards for social studies, science, and for such competencies as information manager, effective communicator, problem identifier/solver, and creative and complex thinker for grades K-12. In the future, Broward plans to develop standards in the following content areas: foreign language, art, music, health/physical fitness, and eleven competency areas.

Currently, the Broward Schools are using a variety of assessment instruments to measure student progress, including the Pupil Evaluation Program and the Stanford Achievement Test. In an attempt to complement its state assessment system, Broward is piloting a locally developed criterion-referenced algebra test (grades 2, 5, 8, 10) and plans to continue to develop criterion-based, performance and electronic portfolio assessments in all content areas for grades K-12. In order to monitor student achievement as early as possible, a recommendation for a *Literacy Folder* for grades K-5 is under consideration. The folder would include results from an informal reading inventory and scored student writing samples.

*Contact: Dr. Frank Petruzielo, Superintendent, Broward County Public Schools, 600 Southeast 3rd Avenue, Ft. Lauderdale, FL 33301. Telephone: (305) 765-6271.*

## CHARLOTTE-MECKLENBURG SCHOOLS

In response to a local initiative, Charlotte-Mecklenburg Schools has completed the development and implementation of standards in core subject areas. The standards setting process included input from staff, parents, students, and community/business leaders. Professional associations, expert consultants, the North Carolina Department of Education, and the public education fund also participated in this process. Content standards are used for curriculum development, performance standards development, assessment development, and program improvement.

Charlotte has developed and implemented standards for all grades in the following subject areas: mathematics, English/language arts, social studies, science, foreign language, history, arts, economics, geography, civics/government, and health/physical fitness.

Charlotte plans to change its overall assessment system in accordance with state assessment practices.

*Contact: Dr. Susan Henry, Acting Assistant Superintendent of Research, Assessment, & Planning or Betty Cunningham, Assistant Superintendent of Research, Assessment & Planning, Charlotte-Mecklenberg Public Schools, 701 East Second Street, Charlotte, NC 28202. Telephone: (704) 379-7429.*

## CHICAGO PUBLIC SCHOOLS

Chicago is in the process of developing content standards. At present, CPS has a set of *learning outcomes* and plans to transform the learning outcomes into content and performance standards. The learning outcomes are based on state goals and informed by the content standards of professional organizations. Several external groups such as the state department of education, Chicago Teachers Union and the Consortium on Chicago Schools Research have been involved in the development of content standards. Efforts are being made to involve local business councils, colleges of education, parents and teachers in the process. Content standards will be used for the purposes of performance standards development, assessment development, and to promote school improvement through instructional change.

Content standards for grades 4, 8, and 11 have been developed for mathematics, English/language arts, social studies, science, the arts, and health/physical fitness.

Chicago Public Schools is in the process of reviewing its system of assessment. The new system will align assessment testing with Illinois State requirements and with locally developed assessments.

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## CLEVELAND PUBLIC SCHOOLS

Initiated by state action, the Cleveland Public Schools has developed content standards for language arts, mathematics, science, and social studies which describe what students should know and be able to do. Committees of teachers and administrators under the leadership of central office curriculum specialists developed the standards. External groups such as colleges of education, professional organizations, local business collaboratives, and outside reform groups were involved in developing the content standards. Critical to this development process was the alignment of standards with the Ohio State Department of Education's model curriculum/frameworks, proficiency learning outcomes, and national standards. Content standards will be used for the development and alignment of curriculum and instruction. Assessment will be used for the purpose of program improvement and accountability to parents and the community.

The content standards in language arts and mathematics were developed for grades K-12; the content standards for science and social studies (which includes history, economics, geography, civics/government, and sociology) were developed for grades pre K-12. As model curriculum/frameworks in other content areas are published by the Ohio State Department of Education, content standards will be developed in specified subject areas.

The California Achievement Tests and Ohio Proficiency Tests are used to assess student mastery of content standards. Additionally, interim assessments are being developed for teachers to use as periodic tests to measure student progress toward mastering content standards. Currently, the District is reviewing the testing program and assessment system for better alignment with content standards.

*Contact: Ms. Mayethel V. White, Director, General Education Division, Cleveland Public Schools, 1380 East Sixth Street, Cleveland, OH 44114. Telephone: (216)574-8667.*

## COLUMBUS PUBLIC SCHOOLS

Columbus Public Schools has completed content standards in core subject areas as part of a state and local initiative. An iterative process involving teachers, content area specialists, administrators, the Board of Education, and a three-member Board of Education Panel was used to develop content standards known as a "Course of Study." National, state, and professional organization standards were reviewed in the process of development. The district content standards align most closely with state standards. Content standards will be used for curriculum development, performance standards and assessment development, and program improvement.

Content standards are completed for mathematics, English/language arts, and science for grades K-12. Content standards for social studies, history, economics, geography are completed for grades K-8.

The Columbus Public Schools follows the requirements of the state assessment system in administering 9th and 12th grade proficiency tests as well as a system of district-based criterion referenced tests. Norm-referenced tests are still used in selected areas and at selected grade levels for specific purposes. Columbus Public Schools is in the process of changing its assessment system to align with and be complementary to the state assessment system.

*Contact: Dr. Phyllis M. Wilson, Assistant Superintendent of Curriculum and Instruction, Columbus Public Schools, 270 East State Street, Columbus, OH 43215. Telephone: (614) 365-5777.*

## DADE COUNTY PUBLIC SCHOOLS

Dade County Public Schools has completed and implemented content standards across all grade levels and content areas. The thrust for content standards development was locally initiated based on the State's mandate that all districts must adopt student performance standards. Content standards are contained in the Competency-Based Curriculum and were developed by teams of curriculum writers who were invited to participate in the process. Additionally, several external groups such as universities, business/industry groups, and parents were involved in the process of development. National and state content standards are included in the district standards, and materials from SCANS, Florida's Blue-

print 2000, Goals 2000, and specific subject standards proposed by professional organizations were used in development of the content standards as well. Content standards will be used for curriculum development, performance standards and assessment development, public and system accountability, and program improvement.

Content standards are being implemented in grades K-12 in mathematics, English/language arts, social studies, science, foreign language, history, economics, geography, civics/government, and ESOL.

Dade County Public Schools is in the process of changing its overall assessment system to align with state content standards.

*Contact: Ms. Barbara Silver, District Director, Division of Foundation Skills and Advanced Academic Programs, Dade County Schools, 1500 Biscayne Boulevard, Room 327K, Miami, FL 33132. Telephone: (305) 995-1907.*

## DALLAS PUBLIC SCHOOLS

The Dallas Public School District is completing the development of the second version of the Core Curriculum. The content is framed by the Texas Essential Elements (EEs) and the Texas Assessment of Academic Skills (TAAS). The content is aligned with national standards.

The Core Curriculum is set in a structure developed by the Texas Association for Supervision and Curriculum Development (TASCD). This framework is called the Alternative Blueprint for Curriculum Development (ABCD). The Dallas Public Schools Core Curriculum maintains a consistent pattern across all disciplines. That structural pattern includes authentic (performance) assessments at both very broad (global) and finite levels.

The State of Texas is currently in the process of revising the Texas Essential Elements. The new product will be known as the Texas Essential Knowledge and Skills (TEKS). The TEKS are in the process of review and modification. Once the TEKS are ratified by the State Board of Education, the TAAS test will also be reviewed and revised. The Dallas Public Schools will realign the content of the Core Curriculum to correlate with the TEKS.

*Contact: Ms. Miriam Kelley, Executive Director, Curriculum and Instruction, Dallas Public Schools, 3700 Ross Avenue, Dallas TX 75204. Telephone: (214) 989-8367.*

## DAYTON CITY PUBLIC SCHOOLS

Dayton City Schools is in the process of developing content standards as part of a broader statewide initiative. Content standards are informed by state developed curriculum frameworks as well as the content standards of professional organizations. External groups such as local business councils, colleges of education, and regional education labs have assisted the Dayton City Schools in the development of content standards. Content

standards will be used for curriculum development, performance standards and assessment development, public and system accountability, and program improvement.

Completed is the development of content standards in mathematics, English/language arts, science, health/physical education and science for grades K-12. In progress is the development of social studies, including geography, history, economics and civics/government; fine arts; and foreign language for grades K-12.

Dayton City Schools has three assessment systems in place: (1) state tests, the Ohio Proficiency Test, for grades 4, 6, 9, and 12; (2) district off-year proficiency tests for grades 3, 5, and 7; and (3) competency-based tests for grades 1-8. Competency-based tests currently exist for mathematics and English/language arts. Tests are being developed in selected areas at the secondary level in the form of end-of-course examinations.

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## DENVER PUBLIC SCHOOLS

The Denver Public Schools has completed draft content standards. The development of content standards was initiated by state action. The process of content standards development included community-wide meetings and an advisory board for each subject area that included teachers, parents, the state department of education, and representation from the broader community. The content standards are aligned with state content standards and reflect the work of professional organizations. Content standards will be used for curriculum development, performance standards and assessment development, public accountability, and program improvement.

Content standards are being developed in mathematics, English/language arts, social studies, science, foreign language, history, arts, geography, and civics and government for grades K-12 and are written in terms of desired achievement at grades 4, 8, and 12.

The Denver Public School district anticipates changing its overall assessment system to complement the state system of assessment. Currently, performance-based assessments are in use in grades 1-11 in four content areas.

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## DETROIT PUBLIC SCHOOLS

Detroit Public Schools has completed the development and implementation of state-initiated standards. The district's Department of Curriculum and Development, along with professionals from each discipline, worked together to develop these standards. The Michigan Department of Education, colleges of education, and local business councils also participated in the standards setting process. Content standards are used for curriculum development, performance standards development, assessment development, public and system accountability, and program improvement.

Detroit Public Schools has content standards in mathematics, English/language arts, social studies, science, history, arts, and health/physical fitness for grades K-12. DPS also has content standards for special education.

Measures used to assess student progress include the Michigan Educational Assessment Program (MEAP) at grades 4, 5, 7, and 8 and the Metropolitan Achievement Test in grades 1-12. In an effort to align its assessment system with new standards, Detroit continues to develop assessments in grades K-12.

*Contact: Dr. Ellen Stephens, Deputy Superintendent, Division of Educational Services, Detroit Public Schools, 228 Main Sail Court, Detroit, MI 48207. Telephone: (313) 494-1082.*

## EL PASO INDEPENDENT SCHOOL DISTRICT

In response to both Goals 2000 and a statewide initiative, El Paso is currently in the process of developing content standards. Professional associations, the Texas Department of Education, regional labs, colleges of education, local business councils, the public education fund, and outside reform groups are assisting El Paso with the development of its standards. Content standards will be used for curriculum development, performance standards development, assessment development, teacher/administrator accountability, program improvement, and staff development.

The El Paso Independent School District uses the Texas Assessment of Academic Skills to measure student progress. El Paso is not in the process of changing its assessment system, for it will continue to use those assessment instruments mandated by the state. Currently, Texas mandates end of course exams in Algebra I and Biology I. State-mandated end of course exams are being developed for Spanish III, Geometry, Chemistry I, US History, World Geography, English II, and Science IV.

*Contact: Ms. Joanne Foster, Executive Director, Program Development/Support, El Paso Public Schools, 6531 Boeing Drive, El Paso, TX 79925. Telephone: (915) 779-4297.*

## FORT WORTH INDEPENDENT SCHOOL DISTRICT

The Fort Worth Independent School District is in the process of developing content standards in core subject areas. Fort Worth is a partner with the New Standards Project in the standards setting and assessment development process. Fort Worth collaborated with other urban districts in the standards setting process. Content standards will be used for curriculum development, performance standards development, assessment development, public accountability and program improvement.

Currently, Fort Worth Public Schools is developing standards for grades K-12 in mathematics, English/language arts, and science.

The Fort Worth Independent School District uses the Texas Assessment of Academic Skills. This assessment instrument is administered to students in grades 3-10. In addition to the TAAS, Fort Worth will use New Standards assessments in some schools for grades 4, 8, and 10 in mathematics, English/language arts, science, and applied learning. The district assessment plan will supplement state accountability measures. A sample of students will also be assessed using a norm-referenced test for grades 4, 8, and 10 in mathematics, English/language arts, science, and applied learning. The new district assessment plan will supplement the state plan.

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## FRESNO UNIFIED SCHOOL DISTRICT

In response to a local initiative, the Fresno Unified School District is in the process of developing and revising academic content standards. In 1989, standards of student expectancies were developed for all content areas. These standards are updated based on framework revisions and textbook adoption cycles. The following groups have participated in the development of Fresno's content standards: professional associations, the local university, the Fresno County Office of Education, teachers, content area coordinators, the California Department of Education, colleges of education, local business councils, and outside reform groups. Content standards will be used for curriculum development, performance standards development, assessment development, and program improvement.

Fresno is developing and revising standards for grades K-12 in the following content areas: mathematics, English/language arts, social studies, science, foreign language, history, arts, economics, geography, civics/government, health/physical fitness, consumer home economics, technical education, and business education.

The FUSD assessment system is comprised of various assessment instruments, including the Individual Test of Academic Skills, the Basic Skill Assessment, and a series of

criterion referenced tests. When FUSD receives direction from California, it will change its assessment system to align with new standards.

*Contact: Ms. Janice Klemm, Assistant Superintendent, Instructional Support Services, Fresno Unified School District, Tulare & M Streets, Fresno, CA 93721. Telephone: (209) 441-3662.*

## HOUSTON INDEPENDENT SCHOOL DISTRICT

The Houston Independent School District has undertaken a districtwide initiative to align the curriculum as it is written, taught, and tested to ensure that all students will have equitable opportunities to learn essential concepts and skills. Beginning with the 1995-96 school year, students entering ninth grade will be working toward a new Core Diploma or a new Advanced Diploma. Administrators, teachers, community groups, business advisory committees, the Texas state department of education, and colleges of education were involved in the districtwide initiative to align the curriculum with new content standards.

Content standards have been developed in mathematics, English/language arts, social studies, science, foreign language, history, arts, and health/physical fitness for grades pre K-12. Standards for geography, economics and civics/government have also been developed.

The Houston Independent School District is using developmental checklists for end of the year assessment for grades pre K-2. A narrative form of reporting progress to parents, the Primary Progress Report Program, is being used in almost 70 schools to replace the traditional number or letter grade system. The Texas Assessment of Academic Skills is administered in grades 3-8 for reading and mathematics and in grades 4 and 8 for writing. Additionally, as a graduation requirement beginning in grade 10, students must take the Texas Assessment of Academic Skills Exit test until they pass all three areas of the exam.

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## LOS ANGELES UNIFIED SCHOOL DISTRICT

The standards setting process in the Los Angeles Unified School District focused on using the criteria provided in the National Education Goals Panel's "Promises to Keep: Creating High Standards for American Students." Using those criteria, standards were drafted by a task force which had representative constituents from all forty-nine geographical school complexes consisting of 200 teachers, students, parents, administrators, support staff members and community members. Each complex consists of a senior high school with their feeder middle and elementary schools.

The first draft of the LAUSD standards is in mathematics, language arts, history/social science, and science. Math and language arts standards will be benchmarked in grades 3, 7, and 9. History/social science, and science will be benchmarked in grades 4, 7, and 9.

LAUSD has used the Comprehensive Test of Basic Skills in grades 1-11 and Aprenda in grades 1-6 to measure student progress across the district. Individual schools have used portfolios and rubric-scored work samples as part of their ongoing assessment, but these have not been incorporated into the districtwide assessment system. Currently, the district is evaluating commercial norm-referenced achievement test batteries to replace the CTBS. The district will continue to administer Aprenda. Additionally, the district is working with CRESST to develop performance assessments to supplement and complement the norm-referenced test. Assessments in language arts and mathematics are being developed for grades 3, 7, and 9. Assessments for history/social science and science are being developed for grades 4, 7, and senior high school. Based on input from high school teachers, administrators, and content specialists, high school assessments are being developed for the end of the required history core (grade 11) and for the end of each student's completion of two years of high school laboratory science.

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## MEMPHIS CITY SCHOOLS

This year, the Memphis City Schools initiated the process of developing content standards under the Federal Goals 2000 effort. These standards are aligned with state-mandated "curriculum frameworks." The process of development is a collaborative effort between Memphis City Schools personnel and area college and university faculty organized into "content action teams." Selected state and national standards were reviewed in the process as standards were developed by the action teams under the direction of the MCS Research, Standards and Accountability staff. Currently, content standards are in the final stage of development and will be used for curriculum design, selection and alignment across all grade levels. In addition, the content standards will guide development of performance standards and assessments to ensure system accountability and program improvement.

The content standards are being developed for grades K-12 in mathematics, English/language arts, social studies, science, foreign language, arts, and health/physical fitness.

To support the use of newly developed content standards, Memphis City Schools is in the process of broadening its overall assessment system. During the 1995-96 academic year, performance assessments matched to content standards will be piloted in 10 selected

schools; however, students will continue to be assessed using a combination of national standardized tests and state criterion referenced tests.

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## MINNEAPOLIS PUBLIC SCHOOLS

Minneapolis Public Schools is in the process of developing content standards in response to the needs of the community. Content development teams are in the process of developing standards with input from teachers, students, parents, the business community, community organizations, institutions of higher education, the Minnesota Department of Education, and regional education laboratories. The development process has included a review of existing Minneapolis Public School standards as well as state, national, and content standards from other school districts. The content standards will be used for curriculum development, and for performance standards and assessment development.

Currently, content standards have been developed in five core content areas: mathematics, English/language arts, social studies, science, and fine arts for grades K-12. Plans are to begin developing content standards in world languages, physical education, industrial technology, media technology, and health and family life.

Minneapolis Public School students are tested using the California Achievement Test as well as state and district developed assessments such as the Transitional Writing Test, math problem solving, and PLAN (which includes assessments in English, Mathematics, Reading, and Science Reasoning). The district plans to change its overall assessment system to align with new state and local content standards. Alternative assessments are being explored.

*Contact: Ms. Kathy Cahill, Principal on Special Assignment, Minneapolis Public Schools, 925 Delaware Street, S.E., Minneapolis, MN 55414. Telephone: (612) 627-2165.*

## NASHVILLE-DAVIDSON METROPOLITAN PUBLIC SCHOOLS

In response to a statewide initiative, Nashville Schools is developing content standards. After reviewing national and state standards, each subject area coordinator developed local standards. Subject area coordinators also enlisted the expertise of professional associations, the Chamber of Commerce, parent groups, members of site-based decision teams, the Tennessee Department of Education, colleges of education, and local business councils. Content standards will be used for performance standards development, assessment development, public accountability, and program improvement.

Nashville is in the process of developing content standards for all grades in the following content areas: mathematics, English/language arts, social studies, science, foreign language, history, and arts.

Nashville Schools is in the process of developing its assessment system to align with new standards. It will also continue using its state's assessment system. A Performance Assessment Team has been organized to investigate the possibility of developing a curriculum-based assessment system to more closely measure growth in student performance.

*Contact: Dr. Brent Poulton, Director of Federal Projects, Instruction and Administration, Nashville-Davidson Schools, 2601 Bransford Avenue, Nashville, TN 37204. Telephone: (615) 259-8681.*

## NEW YORK CITY PUBLIC SCHOOLS

New York City Public Schools has completed the development of its locally initiated content standards. Teachers, supervisors, parents, and members of the private sector developed learning expectations in eight broad areas, seven of which were adopted from state frameworks. Based on these learning expectations, field tests were conducted. Input from these field tests provided feedback for changes. Professional associations, the New York Department of Education, colleges of education, local business councils, the public education fund, and outside reform groups also participated in the development of New York City's standards. Content standards will be used for curriculum development, assessment development, public and system accountability, and program improvement.

New York City Public Schools has completed the development of content standards in mathematics, English/language arts, social studies, science, foreign language, history, arts, economics, geography, civics/government, health/physical fitness, ESL, and occupational/vocational education for grades pre K-12.

Currently, New York City Public Schools uses a variety of norm-referenced and performance-based assessment instruments to measure student progress, such as the New York State Regents Testing Program, the California Achievement Test in Mathematics, and performance assessments in reading and mathematics. The assessment program is being restructured to align with new performance standards that are being developed to align with the new content standards. The emphasis is on multicomponent assessment systems, such as "on-demand" performance assessments, portfolios, and multiple-choice tests.

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## NEWARK PUBLIC SCHOOLS

Newark Public Schools is in the process of developing content standards as part of a broader statewide initiative. Curriculum guides are being reviewed. Some of the guides will be revised to better articulate the State's Core Curriculum Standards. Some of the groups involved in Newark's standards setting process include: professional associations, parents, community leaders, and the New Jersey Department of Education. Content standards will be used for curriculum development, performance standards development, assessment development, program improvement, and staff development.

Newark is in the process of developing content standards for grades K-12 in the following content areas: mathematics, English/language arts, social studies, science, foreign language, history, arts, and health/physical fitness.

While Newark currently uses the Stanford Achievement Test to assess students, a new assessment instrument will be chosen for the 1996-1997 academic year.

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## NORFOLK PUBLIC SCHOOLS

In response to a statewide initiative, Norfolk Public Schools is developing content standards. Administrators and teachers have worked on state committees to develop and revise standards. Professional associations, the Virginia Department of Education, colleges of education, the public education fund, and outside reform groups have assisted in the development of Norfolk's standards. Content standards will be used for curriculum development, performance standards development, assessment development, public and system accountability, and program improvement.

Norfolk is in the process of developing content standards in mathematics, English/language arts, social studies, and science for all grades. Norfolk is also in the process of revising the curriculum based on the new state content standards (Standards of Learning) in English/language arts, mathematics, science and social studies.

Norfolk Public Schools primarily relies upon a series of criterion-referenced tests, the Literacy Passport Test, and the Iowa Test of Basic Skills, to measure student progress. Although Norfolk is currently not in the process of changing its assessment system to align with new standards, it does plan to develop complementary assessments for grade K-12 in mathematics, English/language arts, social studies, and science. In the future, Norfolk will use the ITBS; district-developed, criterion-referenced tests; and portfolio assessments.

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## OAKLAND PUBLIC SCHOOLS

The Oakland Public Schools has developed content standards based on national initiatives for each subject area and the California State Frameworks. Teams of teachers developed the district's Core Curriculum in English/language arts, history/social studies, mathematics and science based on the State Frameworks. The Board of Education approved the Core Curriculum in 1993.

Content standards for each subject area in grades K-12 were derived from the Core Curriculum. Additionally, this year, content standards in foreign language for grades 4, 5, 8, 10, 11 and 12 and in elementary music will be developed and finalized. Content standards will be used for curriculum development, performance standards and assessment development, program and system accountability, and curricular improvement.

The California Test of Basic Skills and the California Achievement Test are used in the Oakland Public Schools. The district is beginning to develop alternative assessment practices such as literacy portfolios and work sampling. New reporting documents for elementary grades calling for evaluations based on performance standards are being piloted this year in 22 elementary schools.

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## OMAHA PUBLIC SCHOOLS

The Omaha Public Schools has completed locally initiated content standards for all grade levels and most subject areas. Content standards were developed for each subject area by a district Focus Committee. Business leaders, community representatives, colleges of education, parents, and students were all involved in the development of content standards. National, state, and professional organizations' content standards were used as references in the development of district standards. Content standards are used for curriculum development, performance standards development, public and system accountability, and program improvement.

Content standards are completed and have been implemented in all subject areas in grades K-12, including mathematics, English/language arts, social studies, science, foreign language, history, arts, economics, geography, music, ESL, civics/government, and health. Additionally, standards have been completed and implemented in the areas of business education for grades 9-12, family and consumer sciences and industrial technology for grades 7-12. Content standards will be revised every seven years.

Omaha Public Schools uses a combination of standardized assessment instruments such as the California Achievement Test and the district-developed Benchmark Assessment Program to evaluate the district curriculum. Benchmark Assessment instruments are crite-

rion-referenced and administered at every grade level in all subject areas. Extensive analysis of the benchmark assessment instruments show high validity and reliability when used as designed. Portfolio assessments and performance-based assessments are part of the Benchmark program.

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## THE SCHOOL DISTRICT OF PHILADELPHIA

Responding to state and local initiatives, the School District of Philadelphia is developing content standards, benchmarks, and performance indicators in seven content areas and six cross-cutting competencies. The development of Philadelphia's standards is a community-wide effort. Over 200 teachers, administrators, parents, community partners, and higher education representatives served on district writing teams to draft the first set of standards. A comprehensive broad-based public review process will provide commentary on these drafts, resulting in their revision and adoption by the Board of Education in August 1996. Content standards, benchmarks, and performance indicators will be used for curriculum development, performance standards development, assessment development, public and system accountability, and program improvement.

Philadelphia is in the process of developing content standards, benchmarks, and performance indicators for grades 4, 8, and 11 in the content areas of English/language arts, mathematics, science, social studies, the arts, world languages, and health and physical education. These content areas are being integrated with cross-cutting competencies including citizenship, communication, multicultural competence, problem solving, and school-to-career (workplace and higher education readiness skills) and technology.

The School District of Philadelphia uses the Stanford 9 to assess its students in English/language arts, mathematics, and science in grades 2, 4, 6, 8, and 11. In the future, Philadelphia plans to develop a system of assessment that gauges the acquisition of knowledge and expertise tied to standards; collect and score student work generated by relevant assessment and learning activities; and use scoring processes to reach a consensus about realistic performance standards that reflect high expectations.

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## PITTSBURGH PUBLIC SCHOOLS

Pittsburgh Public Schools is a charter partner of the New Standards Project and is in the process of developing content standards. In addition to the New Standards Project, the district has consulted with the Pennsylvania Department of Education, local business councils, colleges of education, and other outside reform groups in the development of these content standards. Content standards are being used to develop Core Curriculum Frameworks, which include performance standards, indicators, and assessment strategies. In addition, a system of accountability which coordinates the system is under development.

Core Curriculum Frameworks are being developed in the benchmark years of grades 3, 5, 8, and 10 in all content strands.

The district has also been developing a Comprehensive Assessment System. The system includes norm-reference tests such as the Iowa Test of Basic Skills, state assessments, and standard-referenced tests, such as the New Standards Portfolio Assessments and the New Standards Reference Exams in literacy and mathematics.

*Contact: Ms. Lynn Mariaskin, Coordinator, Teaching, Learning, and Assessment, Department of Educational Design and Assessment, Pittsburgh Public Schools, Connelley Education Center, 1501 Bedford Avenue, Pittsburgh, PA 15219. Telephone: (412) 338-8049.*

## PROVIDENCE PUBLIC SCHOOLS

The Providence Public Schools is committed to improving teaching and learning in the classroom. To achieve the goal, the district has developed a Framework of Teaching & Learning as part of its Outcomes, Assessments & Teaching Strategies (OATS) document. The framework contains eight districtwide outcomes all students will be expected to achieve in order to graduate. All subject areas/programs are also developing frameworks for their own disciplines. These frameworks also contain exit outcomes for the discipline. Student progress toward the district and subject area outcomes is assessed at critical junctures in a student's educational experience. These occur at grades 4, 8, 10, and 12. Over 200 educators, mostly teachers, have been involved in the standards setting efforts. A support infrastructure, again composed mostly of teachers, has been established to help keep students at the center of district decision making. Many individuals working on local reform committees also serve on committees for the State Department of Education and federal Goals 2000 initiative. The standards contained in the frameworks will be used to set high expectations for students. Once teachers can articulate what they expect of students, they can then decide how to deliver instruction and assess student progress toward the goals. The standards will become the primary focus of the district's professional development program.

The following subject areas and programs will have their frameworks completed by June 1996: bilingual, English, ESL, foreign languages, health & physical education, literacy, mathematics, science, social studies, guidance, music, and visual/performing arts.

The following subject areas or programs are just beginning their standards projects and will be completed by June 1997: adult & parent education, business education, health/nurse, home economics, industrial technology, and special education.

Assessment is tied directly to the standards. Students are assessed to determine their progress toward the district and subject area outcomes. Students and teachers are the two primary beneficiaries of assessment results. On the one hand, a student's strengths are identified and reinforced. The other areas in which a student can improve are identified, and plans are made for additional work to be done. Teachers also benefit from the results of assessment in that it provides them with feedback regarding the effectiveness of their instruction and assessment practices.

*Contact: Mr. Paul R. Gounaris, Director, Program Planning Development and Dropout Prevention, Providence Public Schools, 797 Westminster Street, Providence, RI 02903. Telephone: (401) 456-9201.*

## ROCHESTER CITY SCHOOL DISTRICT

In response to a statewide initiative, the Rochester City School District is in the process of setting content standards. To develop standards, Rochester City Schools has enlisted the expertise of teachers (under the direction of subject area specialists), professional associations, the Australian Literacy Profiles, the New Standards Project, the New York State Preliminary Framework, the Connecticut Common Core, and the PACE Project. Rochester also consulted the New York State Department of Education, colleges and universities, local business councils, and outside reform groups. Content standards will be used for curriculum development, performance standards development, assessment development, public and system accountability, and program improvement.

Rochester has developed standards (grades K-12) in most content areas and is now working on developing standards for electives and bilingual and special education.

To supplement the state assessment system, Rochester is developing districtwide assessment tools. In the future, portfolios will be the basis of assessment in all grades. Rochester is also developing standards-based assessments in all core subject areas and electives for grades K-12.

*Contact: Ms. Ann Pinnella Brown, Director of Research and Evaluation/Richard Stear, Director of English and Writing, Curriculum and Instruction, Rochester City School District, 131 West Broad Street, Rochester, NY 14614. Telephone: (716) 262-8559 or (716) 262-8280.*

## SAN DIEGO CITY SCHOOLS

As part of its efforts to become a standards-based district, San Diego Schools has been an active partner in the development of performance standards with the New Standards Project. The purpose of the partnership with New Standards has been to jointly develop a common standards and assessment system.

The district language arts content standards were developed by the district in cooperation with NCTE and with reference to the California State Frameworks and are K-12 in nature. District mathematics, science, and applied learning content standards were adopted from the national subject matter projects and are subdivided (junctured) to represent grades K-4, 5-8, and 9-12. Social studies content standards are being developed by the district, and contain both K-12 and specific grade level references.

*Contact: Ms. Linda J. Carstens, Administrator on Special Assignment, San Diego Unified School District, 4100 Normal Street, San Diego, CA 92103-2682. Telephone: (619) 293-8464.*

## SEATTLE SCHOOL DISTRICT

The Seattle School District is in the process of developing state-initiated standards. To develop these standards, Seattle has consulted with teams of teachers, responded to input from a pilot year project, and used focus groups. Seattle has also had the assistance of parents, the Commission of Student Learning, a local university, the Washington Department of Education, and regional labs. Content standards will be used for curriculum development, performance standards development, assessment development, public and system accountability, and program improvement.

The Seattle School District is in the process of developing standards for grades K-12 in mathematics, English/language arts, social studies, and science. While Seattle's standards are closely aligned with national and state standards, they also have a greater focus on diversity and multicultural education.

Seattle is developing complementary district assessments for grades 2 through 12 in mathematics and English/language arts. In social studies and science, Seattle is developing assessments for grades 3, 5, 8, and 11.

*Contact: Ms. Arlene Ackerman, Deputy Superintendent, Curriculum and Instruction, Seattle Public Schools, 815 4th Avenue North, Seattle, WA 98109. Telephone: (206) 298-7180.*

## ST. LOUIS PUBLIC SCHOOLS

The St. Louis Public School District is in the process of developing local content standards. The district standards will draw on the Missouri Show-Me Standards and the standards set forth by various national professional organizations. The local standards will be used for curriculum revision, performance benchmarks and assessment development, and program improvement.

St. Louis is developing content standards for grades K-12 in mathematics, English/language arts, social studies, science, arts, and health/physical fitness, foreign language, career/vocational education, and character education.

In grades K-12, St. Louis uses the Stanford Achievement Test to assess student progress. The Missouri Mastery Achievement Test is administered to students in grades 3, 5, 7, and 10 and a Writing Assessment is administered to students in grades 3, 4, 5, 6, 8, and 10. St. Louis is currently in the process of changing its overall assessment system to align with newly developed content standards. An important part of that process is the development of integrated performance assessment projects for grades 1-8.

*Contact: Dr. William A. Pearson, Associate Superintendent, Curriculum and Professional Development, St. Louis Public Schools, 911 Locust Street, St. Louis, MO 63101. Telephone: (314) 231-3720, ext. 202.*

## ST. PAUL PUBLIC SCHOOLS

Saint Paul Public Schools has developed locally initiated content standards based on Minnesota's graduation requirements. The content standards were developed by teams of teachers with the involvement of external groups such as the State Department of Families, Children and Learning and district curriculum advisory groups. National and state standards were used as guidelines for developing the local content standards. The content standards will be used to guide curriculum and instructional improvement.

Content standards are being developed in all subject areas, and for Limited English Proficient students and the gifted/talented program.

The Saint Paul Public Schools is in the process of revising its system of assessment. The district is participating as a pilot site for the implementation of the Minnesota Graduation Rule and is expected to use the Rule as the basis for the development of assessment tasks.

*Contact: Dr. Irene McAfee, Director of Evaluation, Information and Student Services, St. Paul Public Schools, 360 Colborne Street, St. Paul, MN 55102. Telephone: (612) 290-8383.*

## TOLEDO PUBLIC SCHOOLS

In response to a statewide initiative, Toledo is in the process of developing content standards. Professional associations, the Toledo Federation of Teachers, the Toledo Association of Administrative Personnel, and the Ohio Department of Education have assisted Toledo Public Schools with its development of standards. Content standards will be used for curriculum development, performance standards development, assessment development, public accountability, and program improvement.

Toledo has completed the development of mathematics and English/language arts standards in grades K-12. Now the district is in the process of developing standards in social studies, science, history, and civics/government for grades K-12.

Toledo primarily relies upon the Metropolitan Achievement Test and the Ohio Proficiency Exam to assess student progress. As a complement to state-mandated assessment instruments, Toledo is also changing its overall assessment system. In all likelihood, district assessments will reflect state models.

*Contact: Mr. Craig Cotner, Executive Director, Office of Research, Planning and Policy Development, Toledo Public Schools, Manhattan and Elm Streets, Toledo, OH 43608. Telephone: (419) 729-8422.*

## TUCSON UNIFIED SCHOOL DISTRICT

In response to a local initiative, Tucson has completed and implemented content standards in core subjects. The standards setting process included the participation of "diverse committees representing the district's constituents." The following groups also assisted in Tucson's standards development process: the Arizona Department of Education, regional labs, colleges of education, and local business councils. Content standards will be used for curriculum development, performance standards development, assessment development, and public accountability.

Tucson has content standards for grades K-12 in mathematics, English/language arts, social studies, science, foreign language, history, and health/physical fitness. Tucson also has standards in arts for grades K-8.

In addition to using district assessments, the Tucson Unified School District also administers the state-mandated norm-referenced tests. Tucson is also in the process of developing new assessments which will be tied to the state assessment system.

*Contact: Mr. T. Harper, Director K-12 Curriculum, Tucson Unified School District, 1010 East 10th Street, Tucson, AZ 85717-0400. Telephone: (520) 617-7604.*

# APPENDIX B:

# PROFILES OF STATE CONTENT STANDARDS DEVELOPMENT EFFORTS

## ALABAMA

Alabama has completed content standards in language arts, mathematics, science, and social studies. The standards, called "courses of study," describe what students should know and be able to do, and will be reviewed on a periodic cycle every four or five years. *Contact: Dr. Joseph B. Morton, Deputy State Superintendent, State Department of Education, Gordon Persons Office Building, 50 North Ripley Street, P.O. Box 302102, Montgomery, AL 36130-2101. Telephone: (334) 242-8154.*

## ALASKA

English/language arts, mathematics, social studies, and science content standards have been completed in Alaska. Progress is being made on content standards in the arts, technology, and world languages, in addition to plans for developing standards in economics. *Contact: Ms. Marjorie Meuzi, Educational Program Support Division, Department of Education, 801 West 10th Street, Suite 200, Juneau, AK 99801-1894. Telephone: (907) 465-8720.*

## ARIZONA

Arizona has content standards in language arts, mathematics, science, and social studies. At the present time, these standards are being reviewed. Additionally, content standards have been developed in the areas of health, dance, foreign languages, performing arts, and visual arts. *Contact: Ms. Brenda Henderson, State Department of Education, 1535 West Jefferson, Phoenix, AZ 85007. Telephone: (602) 542-3824.*

## ARKANSAS

Arkansas has completed content standards in language arts, mathematics, science, and social studies. Additionally, content standards in foreign languages, art, music, health and physical education are under development. *Contact: Ms. Gale Potter, State Department of Education, Four State Capitol Mall, Room 106A, Little Rock, AR 72201-1071. Telephone: (501) 682-4558.*

## CALIFORNIA

Legislation signed into law in 1995 calls for the creation of a panel to develop statewide academic standards. *Contact: Dr. Robert Anderson, Student Performance Office, State Department of Education, 721 Capitol Mall, Sacramento, CA 95814. Telephone: (916) 657-3981.*

## COLORADO

Colorado has completed content standards in language arts, mathematics, science, and social studies. Currently under development are content standards in art, civics, foreign languages, music, and physical education. *Contact: Ms. Marianne Kenney, State Department of Education, 201 East Colfax Avenue, Denver, CO 80203-1799. Telephone: (303) 866-6762.*

## CONNECTICUT

Connecticut has content standards in language arts, mathematics, science, and social studies. At present, these standards are being reviewed. Content standards are being developed in comprehensive health education, foreign languages, and physical education. *Contact: Mr. Mitchell Chester, State Department of Education, 165 Capitol Avenue, Room 305, State Office Building, Hartford, CT 06106-1630. Telephone: (203) 566-5871.*

## DELAWARE

Delaware has developed content standards in English/language arts, social studies (including history, geography, economics, and civics), mathematics, and science. The state plans to develop content standards in other areas, such as the visual and performing arts, foreign languages, and vocational education. *Contact: Ms. Carol Mayhew, Curriculum, Instruction & Professional Development, Department of Public Instruction, Townsend Building #279, Federal & Lockerman Streets, Dover, DE 19901. Telephone: (302) 739-4647.*

## FLORIDA

Florida is developing content standards in language arts, mathematics, science and social studies as well as in computer literacy, fine arts, foreign languages, and health/physical education. *Contact: Dr. Martha M. Green, State Department of Education, Suite 444, Florida Education Center, 325 W. Gaines Street, Tallahassee, FL 32399-0400. Telephone: (904) 488-7595.*

## GEORGIA

Georgia has had content standards in place since 1987. The standards cover all content areas in grades K-12. At the present time, content standards in language arts, mathematics, science and social studies are being reviewed. *Contact: Dr. Calvin Gill, Deputy Superintendent, State Department of Education, 2066 Twin Towers East, 205 Butler Street, Atlanta, GA 30334. Telephone: (404) 656-2804.*

## HAWAII

Hawaii has content standards in language arts, mathematics, science, and social studies as well as in finance, fine arts, health and fitness, home and work skills, and world languages. *Contact: Mr. Michael Heim, State Department of Education, Planning and Evaluation Branch, 1390 Miller Street, Room 411, P.O. Box 2360, Honolulu, HI 96813. Telephone: (808) 586-3283.*

## IDAHO

Idaho has content standards in the areas of language arts, mathematics, science, and social studies. Also in the development stage are content standards in the areas of health education, fine arts, foreign languages, humanities, physical education, science, social studies, and vocational and technical education. *Contact: Mr. Tom C. Farley, Chief, Bureau of Instruction, State Department of Education, 650 West State Street, P.O. Box 83720, Boise, ID 83729-0027. Telephone: (208) 334-2165.*

## ILLINOIS

Under development in Illinois are content standards in language arts, mathematics, science and social studies as well as in the fine arts, foreign languages, and physical development and health. *Contact: Mr. Ray Schaljo, State Board of Education, 100 North First Street, Springfield, IL 62777. Telephone: (217) 782-0541.*

## INDIANA

Indiana has content standards in language arts, mathematics and science. Standards are being developed in social studies as well as in the fine arts, foreign languages, health, physical education, and vocational education. *Contact: Mr. Bob Fallon, Director, Office of Program Development, State Department of Education, State House, Room 229, Indianapolis, IN 46204-2798. Telephone: (317) 232-9102.*

## IOWA

Iowa does not have state-level content standards. Local districts are required to develop their own achievement goals for students and assessment systems. The state provides assistance to local districts in the development of content standards. *Contact: Mr. Dwight R. Carlson, Acting Administrator, Division of Elementary Secondary Education, State Department of Education, Grimes State Office Building, Des Moines, IA 50319-0146. Telephone: (515) 281-3333.*

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## KANSAS

Content standards in Kansas include communications (i.e., reading, writing, speaking, and listening), mathematics, science, and social studies. *Contact: Dr. Sharon Freden, State Department of Education, 120 South East Tenth Avenue, Topeka, KS 66612-1182. Telephone: (913) 296-2303.*

## KENTUCKY

Kentucky's standards are tied to the state's six broad learning goals for students. Content standards or academic expectations have been developed for language arts, mathematics, science, and social studies as well as the arts and humanities, practical living, and vocational studies. *Contact: Dr. Ed Reidy, Deputy Commissioner, Learning Results Services, State Department of Education, Capitol Plaza Tower, 500 Mero Street, 17th Floor, Frankfort, KY 40601. Telephone: (502) 564-2256.*

## LOUISIANA

Louisiana has content standards for language arts, mathematics, science, and social studies as well as health education, mathematics, physical education, the arts, foreign languages, and vocational education. *Contact: Mr. Charles Smith, Deputy Superintendent of Education, State Department of Education, 626 North 4th Street, 12th Floor, Baton Rouge, LA 70804-9064. Telephone: (504) 342-3625.*

## MAINE

Maine has content standards in English/language arts, mathematics, science, social studies, foreign languages, and health that will be applied within and across disciplines. *Contact: Ms. Heidi McGinley, Goals 2000 Manager, Maine Department of Education, State House Station #23, Augusta, ME 04333. Telephone: (207) 287-5800.*

## MARYLAND

Maryland has content standards in writing/language usage, reading, mathematics, science, and social studies. The state assessment system specifies how well students are expected to perform to reach the learning outcomes at grades 3, 5, and 8 via performance standards. *Contact: Dr. Joan M. Palmer, Deputy State Superintendent for School Improvement, State Department of Education, 200 West Baltimore Street, Baltimore, MD 21201. Telephone: (410) 767-0229.*

## MASSACHUSETTS

Massachusetts has completed content standards in mathematics and science; content standards in language arts and social studies are under development as are standards in the arts, health, and world languages. The standards frameworks describe student learning in grades pre K-4, 5-8, 9-10, and 11-12. *Contact: Ms. Linda Beardsley, Instruction and Curriculum Services, Department of Education, 350 Main Street, Malden, MA 02148. Telephone: (617) 388-3300.*

## MICHIGAN

Michigan has completed content standards in the curriculum areas of English/language arts, mathematics, science, social studies, arts education, career employability skills, health education, life-management education, physical education, technology, and world languages. *Contact: Dr. Barbara Atkins, Supervisor, Curriculum Development Program, State of Michigan Department of Education, P.O. Box 30008, Lansing, MI 48909. Telephone: (517) 373-7248.*

## MINNESOTA

Minnesota has completed content standards in language arts and mathematics; content standards in science and social studies are under development as are standards in geography, government, and physical health and safety. There is an optional set of standards for languages other than English. *Contact: Mr. Michael Tillmann, Director of Office of Graduation Standards, Department of Children, Families and Learning, 730 Capitol Square Building, 550 Cedar Street, St. Paul, MN 55101. Telephone: (612) 282-6279.*

## MISSISSIPPI

Mississippi has had a statewide curriculum framework since 1986 in English/language arts, mathematics, science, and social studies. The framework is reviewed on a periodic basis. *Contact: Mr. R.D. Harris, Deputy Superintendent of Education, State Department of Education, 550 High Street, Room 501, Jackson, MS 39201. Telephone: (601) 359-3514.*

## MISSOURI

Missouri is in the process of developing content standards in language arts, mathematics, science, and social studies as well as in the areas of the fine arts, and health and physical education. *Contact: Dr. Orlo Shroyer, Assistant Commissioner of Education, Department of Elementary & Secondary Education, P.O. Box 480, Jefferson City, MO 65102. Telephone: (314) 751-4234.*

## MONTANA

Montana has program-area content standards for language arts, mathematics, science, and social studies as well as for the fine arts, guidance, health enhancement, library/media, and vocational/practical arts. *Contact: Ms. Nancy Coopersmith, Department of Accreditation and Curriculum Services, Office of Public Instruction, 1300 11th Avenue, Helena, MT 59620-2501. Telephone: (406) 444-5541.*

## NEBRASKA

Content standards in language arts, mathematics, science, and social studies are under development in Nebraska. Standards have been completed in agricultural education and business education. Standards are in draft form or being written in family and consumer science, foreign languages, industrial technology, and the visual and performing arts. *Contact: Ms. Ann Masters, Administrator, Curriculum/Instruction Department, State Department of Education, 301 Centennial Mall, South, 6th Floor, P.O. Box 94987, Lincoln, NE 68509-4987. Telephone: (402) 471-4816.*

## NEVADA

Nevada has content standards that prescribe broad goals at specific grade levels. Content standards are completed in language arts, mathematics, science, and social studies. *Contact: Dr. Keith Rheault, Deputy Superintendent of Public Instruction, State Department of Education, Capitol Complex, 400 West King Street, Carson City, NV 89710. Telephone: (702) 687-3104.*

## NEW HAMPSHIRE

In New Hampshire, content standards are complete in language arts, mathematics, science, and social studies. *Contact: William B. Ewert, Director, National Educational Improvement and Assessment, State Department of Education, State Office Park South, 101 Pleasant Street, Concord, NH 03301. Telephone: (603) 271-3145.*

## NEW JERSEY

New Jersey has completed content standards in language arts, mathematics, science and social studies. Draft content standards are under development in the arts, career education, health/physical education, and world languages. Content standards describe student learning at grades 4, 8, and 11. *Contact: Mr. Gary T. Reece, Assistant Commissioner, Office of Standards and Assessment, 240 West State Street, CN500, Trenton, NJ 08625-0500. Telephone: (609) 984-5322.*

## NEW MEXICO

In New Mexico, content standards in language arts, mathematics, science, and social studies are under development. Content standards in art, health, employability/life skills, interscholastic education/activities, modern and classical languages, music, and physical education are also under development. *Contact: Mr. Albert A. Zamora, Associate Superintendent for Learning Services, State Department of Education, Education Building, 300 Don Gaspar, Santa Fe, NM 87501-2786. Telephone: (505) 827-6508.*

## NEW YORK

Content standards are under development in English/language arts, mathematics, science, and social studies as well as in languages other than English, and technology. Additionally, content standards are being developed in health and physical education, and occupational and technical studies. *Contact: Mr. Edward Lalor, State Education Department, 111 Education Building, Rm. 675EBA, Washington Avenue, Albany, NY 12234. Telephone: (518) 473-7880.*

## NORTH CAROLINA

Since 1990, North Carolina has had content standards in language arts, mathematics, science, social studies, computer skills, healthful living, information skills, and vocational education. Several frameworks, such as those in language arts, social studies, and information skills, reference goals and objectives in other subject areas. *Contact: Dr. William E. Spooner, Instructional Services, Department of Public Instruction, 301 N. Wilmington Street, Raleigh, NC 27601-2825. Telephone: (919) 715-1496.*

## NORTH DAKOTA

North Dakota has content standards in language arts, mathematics, science, social studies, arts education, business education, foreign languages, health, library media, and physical education. *Contact: Dr. Ann Clapper, Director, Curriculum Leadership and Improvement, State Department of Public Instruction, Division of Independent Study, P.O. Box 5036, State University Station, Fargo, ND 58105-5036. Telephone: (701) 231-6030.*

## OHIO

Ohio has content standards for language arts and mathematics; content standards in science and social studies are under development. Additionally, content standards in comprehensive health and physical education, fine arts, and second languages are under development. *Contact: Dr. Gene Harris, Assistant Superintendent of Public Instruction, State Department of Education, 65 South Front Street, Room 810, Columbus, OH 43215-4183. Telephone: (614) 466-1298.*

## OKLAHOMA

Oklahoma has content standards in language arts, mathematics, science, and social studies as well as in the arts, foreign languages, instructional technology, technical education, health, safety, and physical education, and hands-on career exploration and information skills. *Contact: Dr. Katie Dunlap, Assistant State Superintendent for School Improvement, State Department of Education, Hodge Education Building, 2500 North Lincoln Boulevard, Oklahoma City, OK 73105-4599. Telephone: (405) 521-3361.*

## OREGON

Content standards in language arts, mathematics, science, and social studies are under development in Oregon. Content standards will be interdisciplinary in grades K-3. The following content standards are being developed for grades 4-12: the arts, civics and government, economics, geography, health and physical education, history, second languages, and technology. *Contact: Ms. Vivian Moen, State Department of Education, 225 Capitol Street, N.E., Salem, OR 97310-0203. Telephone: (503) 378-8004.*

## PENNSYLVANIA

Pennsylvania has content standards under development in language arts, mathematics, science and social studies as well as in the areas of the arts and humanities, career education, citizenship, environmental studies, home economics, and wellness and fitness. *Contact: Mr. Jim Hertzog, State Department of Education, 333 Market Street, 10th Floor, Harrisburg, PA 17126-0333. Telephone: (717) 787-4234.*

## RHODE ISLAND

Rhode Island has completed content standards in mathematics and science; content standards for the language arts are under development. *Contact: Ms. Mary Ellen Sacco, State Department of Education, The Shepard Building, 255 Westminster Street, Providence, RI 02903-3400. Telephone: (401) 277-2031.*

## SOUTH CAROLINA

South Carolina has content standards in language arts and mathematics. Science and social studies content standards are under development. Mathematics, and standards in the visual and performing arts were adopted. Content standards are also being developed for foreign languages, health and safety, and physical education. *Contact: Ms. Pamela P. Pritchett, Senior Executive Assistant, State Department of Education, Rutledge Building 1429 Senate Street, Columbia, SC 29201. Telephone: (803) 734-8277.*

## SOUTH DAKOTA

Currently, South Dakota has content standards under development in language arts, mathematics, science and social studies. The state is also developing content standards for several other areas: arts, civics, foreign languages, geography, and history. *Contact: Dr. Margo Heinert, Director, Division of Education Services and Resources, 700 Governors Drive, Pierre, SD 57501-2291. Telephone: (605) 773-4699.*

## TENNESSEE

Tennessee has content standards for grades K-8 in language arts, mathematics, science, social studies, computer technology, health education, music, physical education, and visual arts. The state has also set content standards for grades 9-12 in the following areas: agriculture, computer technology, driver's education, fine arts, health and physical education, home economics, language arts, math, science, social studies, and vocational education. *Contact: Ms. Donna Spalding, Tennessee Department of Education, 710 James Robertson Parkway, Gateway Plaza, Fourth Floor, Nashville, TN 37243. Telephone: (615) 532-2718.*

## TEXAS

Since 1984, Texas has had content standards for each subject area for every grade level. Currently, content standards in language arts, mathematics, science, and social studies are being reviewed. The state also has content standards in the areas of career and technology education, foreign languages, and fine arts. All content standards must be reviewed and updated every five years. *Contact: Dr. Geoffrey H. Fletcher, Associate Commissioner, Curriculum and Assessment, Texas Education Agency, William B. Travis Building, 1701 North Congress Avenue, Austin, TX 78701-1494. Telephone: (512) 463-9087.*

## UTAH

Utah has developed content standards in language arts, mathematics, science, and social studies as well as in reading and the arts. *Contact: Ms. Bonnie K. Morgan, Curriculum Director, State Office of Education, 250 East 500 South, Salt Lake City, UT 84111. Telephone: (801) 538-7774.*

## VERMONT

Vermont has content standards in language arts, mathematics, science and social studies based on the Vermont Common Core of Learning framework. *Contact: Mr. Tim Flynn, Co-coordinator, Vermont Framework Project, State Department of Education, 120 State Street, Montpelier, VT 05620-2501. Telephone: (802) 828-5129.*

## VIRGINIA

Virginia has content standards in English/language arts, mathematics, science, and social studies. Standards are organized by grade levels through 8th grade. High school content standards are not grade-specific, but are identified by courses. *Contact: Dr. JoLynn DeMary, Chief, Division of Instruction, Virginia Department of Education, James Monroe Building, 101 North 14th Street, Richmond, VA 23219. Telephone: (804) 225-3252.*

## WASHINGTON

Washington is establishing content standards, called Essential Learnings, in eight subject areas. Currently, content standards in reading, writing, communications, and mathematics are complete. Content standards in science and social studies are under development. *Contact: Dr. Kathleen Plato, Associate Superintendent, Office of Superintendent of Public Instruction, Old Capitol Building, Washington & Legion, P.O. Box 47200, Olympia, WA 98504-7200. Telephone: (206) 753-0793.*

## WEST VIRGINIA

West Virginia has content standards in art, driver's education, English/language arts, foreign languages, health, mathematics, music, physical education, safety, science, and social studies. The state updates content standards on a regular basis. *Contact: Dr. Barbara Jones, Executive Assistant to the State Superintendent of Schools, West Virginia Department of Education, 1900 Kanawha Boulevard East, Building 6, Room B-362, Charleston, WV 25305-0330. Telephone: (304) 558-2118.*

## WISCONSIN

Wisconsin has content standards in the arts, English/language arts, foreign languages, mathematics, science, and social studies. A separate project, called "connecting the curriculum," is trying to link the standards to an interdisciplinary curriculum. *Contact: Dr. Ellen Last, State Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707-7841. Telephone: (608) 266-3390.*

## WYOMING

Wyoming has developed model content standards in 11 areas that districts can apply locally. The areas are: language arts, mathematics, science, social studies, applied technology, career options, fine and performing arts, foreign cultures (including language), health and safety, humanities, and physical education. Each of the state's 49 districts must have standards and methods of assessment completed by 1997. Most districts are still in the



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planning stages of the standards project. *Contact: Ms. Judy Catchpole, State Superintendent of Public Instruction, State Department of Education, 2300 Capitol Avenue, 2nd Floor, Hathaway Building, Cheyenne, WY 82002-0050. Telephone: (307) 777-7675.*

Sources: *Education Week*/Special Report (April 12, 1995). "Setting the Standards from State to State" (pp. 23-35); National Governors Association (1996). *Education Standards, Assessment, and Accountibility in the States* (prepared for the 1996 National Education Summit). Washington, D.C.: Author; and the Council of Chief State School Officers.

# APPENDIX C:

# VOLUNTARY NATIONAL STANDARDS: SUBJECT AREA RESOURCES

## THE ARTS

Voluntary national standards in the visual arts, dance, music, and theater were developed by a consortium of the American Alliance for Theatre and Education, the Music Educators National Conference, the National Art Education Association, and the National Dance Association. *Contact: Ms. Peggy Senko, Director of Publications and Standards-Project Administrator, Music Educators National Conference. Telephone: (703) 860-4000 for information, or call (800) 828-0299 for a copy of* National Standards for Arts Education.

## CIVICS AND GOVERNMENT

Standards developed by the Center for Civic Education were published in November 1994. The Center's work was monitored by a National Advisory Committee composed of representatives of national education groups; scholars from the fields of political science, law, history, and political philosophy; curriculum specialists; teachers; congressional staff members; and representatives of other governmental agencies and organizations. A steering committee composed of members of this group provided periodic assistance. *Contact: Ms. Margaret Branson, Associate Director, Center for Civic Education. Telephone: (818) 591-9321 for information or a copy of* National Standards for Civics and Government.

## ECONOMICS

The National Council on Economic Education (NCEE), the Foundation for Teaching Economics, the American Economics Association Committee on Economic Education, and the National Association of Economic Educators has established an oversight committee to draft the economics standards. Members include economists, teachers, employers, representatives of organized labor, textbook publishers, and officials from national professional groups who will write drafts of the standards. NCEE will create a task force to monitor implementation of the standards over five years, as well as task forces on public relations, assessment, and research. The document is expected to be released in December 1996. *Contact: Mr. Jerome Miller, Standards Project, National Council on Economic Education. Telephone: (212) 730-7007, ext. 637.*

## ENGLISH AS A SECOND LANGUAGE

Teachers of English to Speakers of Other Languages, Inc. is developing standards for the effective instruction of English as a second language to pre K-12 students in the United States. Draft standards are expected to be completed by 1996. *Contact: Ms. Deborah Short, Center for Applied Linguistics. Telephone: (202) 429-9292, or contact: Teachers of English to Speakers of Other Languages. Telephone: (703) 836-0774.*

## ENGLISH/LANGUAGE ARTS

The National Council of Teachers of English and the International Reading Association are developing K-12 standards in English/language arts, with the assistance of the Council of Chief State School Officers. A consensus draft developed from previous work by members of both organizations was released in the spring of 1995. The final report was distributed within the profession for review and comment prior to publication in March 1996. *Contact: Ms. Gail Keating, International Reading Association. Telephone: (302) 731-1600, ext. 226.*

## FOREIGN LANGUAGES

Standards in foreign languages are being developed jointly by the American Council on the Teaching of Foreign Languages, the American Association of Teachers of French, the American Association of Teachers of German, and the American Association of Teachers of Spanish and Portuguese. The standards were written by an 11-member task force and released in November 1995. *Contact: Ms. Jamie Draper, Project Manager, American Council on the Teaching of Foreign Languages. Telephone: (914) 963-8830.*

## GEOGRAPHY

The National Council for Geographic Education, the National Geographic Society, the Association of American Geographers, and the American Geographical Society collaborated in developing voluntary standards specifying what students should know and be able to do in geography. *Contact: Mr. Bob Dulli, Director, Geography Education Division, National Geographic Society. Telephone: (202) 775-7832 for information, or (800) 368-2728 for a copy of* Geography for Life: National Geography Standards 1994.

## HEALTH

In June 1992, representatives from 38 national organizations were invited to meet together under the leadership of the American Cancer Society (ACS). The result of that meeting was the National Action Plan for Comprehensive School Health Education. The ultimate goal of the Plan is to develop standards that will result in both improved education for students and improved health in the nation. *Contact: Ms. Becky J. Smith, Executive Director, Association for the Advancement of Health Education. Telephone: (703) 476-3441 for a copy of* National Health Education Standards.

## HISTORY

In April 1996, the National Center for History in the Schools released the revised, final edition of voluntary standards for teaching history for kindergarten through grade 12. Some thirty-three national education organizations, along with more than 1,000 educators and historians from across the country created these new standards. The history standards were revised based on the recommendations from two panels appointed by the Council for Basic Education. *Contact: Ms. Linda Symcox, Associate Director, National Center for History in the Schools. Telephone: (310) 206-6093 for information, or (310) 206-0788 for copies of the new history standards.*

## INDUSTRY ARTS

The National Skills Standards Board was authorized as Title V of the GOALS 2000: Educate America Act. It is composed of 28 members representing business, organized labor, and human resource professionals, educators, community organizations, and state and local governments. Functions include identifying major occupational groups that involve one or more United States industries and that share common characteristics for standards.

The U.S. Departments of Education and Labor initiated a public-private partnership to develop voluntary skill standards for various industries. In 1992 and 1993 these two departments funded twenty-two pilot projects (16 Education and 6 Labor) to develop voluntary skill standards covering some nineteen major industrial areas. The skill standards to be developed over a 24-month to 36-month period must, at a minimum, be compatible with world-class levels of industry performance. Standards will include occupational-specific knowledge and skills, work readiness skills, and related academic skills. This project intends to show how skills standards can link education and training to employment needs. *Contact: White House Office of Communications. Telephone: (202) 456-7150; Department of Education's Office of Vocational and Adult Education, (202) 260-9576; or the Department of Labor, (202) 208-7018.*

## MATHEMATICS

The National Council of Teachers of Mathematics (NCTM) developed the first national standards for what should be taught in a particular subject matter area and how best to teach it. The organization consists of researchers, mathematicians, and classroom teachers from all levels of teaching. Completed in 1989, the "Curriculum and Evaluation Standards for School Mathematics" was created by four working groups appointed by the Council's Commission on Standards for School Mathematics. The standards were reviewed by individuals representing mathematics, education, business, policy making, and social organizations and communities. A similar process was used to develop the *Professional Standards for Teaching Mathematics*, completed in 1991, and the *Assessment Standards for School Mathematics*, completed in May 1995. *Contact: Ms. Eileen Erickson, Communi-*

*cations Manager, National Council of Teachers of Mathematics. Telephone: (703) 620-9840, ext. 102 for information, or (800) 235-7566 for a copy of* Professional Standards for Teaching Mathematics; and Curriculum and Evaluation Standards for School Mathematics.

## PHYSICAL EDUCATION

Content standards and assessment guidelines for pre K-12 physical education have been completed by the Standards and Assessment Task Force of the National Association for Sport and Physical Education (NASPE). The seven content standards are based on the Outcomes Committee's definition of a physically educated person published in *Outcomes of Quality Physical Education Program* (NASPE, 1992). Input was received during the entire process through presentations at state, district, and national meetings and through draft reviews by selected physical educators, representatives of other subject areas, and educational organizations. *Contact: Ms. Judith Young, Executive Director, National Association for Sport and Physical Education. Telephone: (703) 476-3461 for information, or (800) 321-0789 for a copy of* Content Standards and Assessment Guide for School Physical Education.

## SCIENCE

The National Committee on Science Education Standards and Assessment is coordinating the development of standards for science content, teaching, professional development, and assessment. Standards will be developed for grades K-4, 5-8, and 9-12. Content standards include inquiry, physical sciences, life sciences, earth and space sciences, science and technology, science and societal challenges, and the history of science. The final report was released in December 1995. *Contact: Ms. Patrice Legro, Senior Program Officer, National Science-Standards Project, National Research Council. Telephone: (202) 334-2728.*

## SOCIAL STUDIES

The National Council for the Social Studies created an 11-member task force that includes teachers, teacher educators, and district and state social studies supervisors to develop standards. The task force and several review panels completed their work and published "Social Studies Curriculum Standards" in September 1994. An Executive Summary is also available. *Contact: Ms. Rose-Kathryn Young Chaisson, Information Services Manager, National Council for the Social Studies. Telephone: (202) 966-7840, ext. 113 for information, or (800) 683-0812 for a copy of* Expectations of Excellence: Curriculum Standards for Social Studies.

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## TECHNOLOGY

The International Technology Education Organization has received nearly $1 million from the National Science Foundation and the National Aeronautics and Space Administration to create national technology standards for students in grades kindergarten through 12. The project will also create standards for teacher preparation in technology and design assessments. Standards are expected spring of 1997. *Contact: Mr. Kendall Starkweather, Executive Director, International Technology Education Association. Telephone: (703) 860-2100.*

Sources: *Education Week*/Special Report (April 12, 1995). "The Subjects at Hand" (pp. 11-14); and the Regional Laboratory for Educational Improvement of the Northeast and Islands.

# Appendix D:

# Organizations Working on Standards-Related Activities

## ALLIANCE FOR CURRICULUM REFORM

An organization composed of 30 groups, supports an interdisciplinary and integrated approach to implementing national standards. The group helps teachers incorporate the standards into their teaching methods. A task force examines each of the standards documents for commonalties, overlapping information, and support for other subject areas. *Contact: Dr. Denise McKeon, American Enterprise Institute, 1230 17th Street, N.W., Washington, D.C. 20036. Telephone: (202) 862-5800.*

## AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE

Engages in a variety of activities to advance science and human progress. **Project 2061**, a long-range reform project, is based on a document called "Science for all Americans," which outlines the essential knowledge that students should have about science and mathematics by the time they graduate from high school. Teams of educators have since developed a document entitled "Benchmarks for Science Literacy," which outlines the knowledge that students should obtain in grades K-2, 3-5, 6-8, and 9-12 to achieve the goal of science literacy. Benchmarks will likely be revised as they are reviewed and used in the classroom. *Contact: American Association for the Advancement of Science—Project 2061, 1333 H Street, N.W., Washington, D.C. 20005. Telephone: (202) 326-6400.*

## AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

Sponsors conferences and forums to promote the understanding of standards and their implications for policy and practice. It is a voluntary organization of teacher education institutions that works with the National Council for Accreditation of Teacher Education to establish and revise standards for teacher education. *Contact: Ms. Carol Smith, American Association of Colleges of Teacher Education, 1 Dupont Circle, Suite 610, Washington, D.C. 20036. Telephone: (202) 293-2450.*

## AMERICAN FEDERATION OF TEACHERS

Supports standards-based reform as a method of improving student achievement and aligning the components of the education system around specific goals. Standards should also help focus and improve the training and professional development of teachers and other school staff. AFT has produced a publication entitled, "Making Standards Matter: A Fifty-State Progress Report on Efforts to Raise Academic Standards." This study offers nationwide data on what states are doing and what their standards look like. *Contact: Mr. Matt Gandal, Senior Associate, Education Issues, American Federation of Teachers, 555 New Jersey Avenue, N.W., Washington, D.C. 20001. Telephone: (202) 879-4463.*

## ASSOCIATION OF AMERICAN PUBLISHERS' TEST COMMITTEE

Provides assessment programs in accordance with content standards. The Test Committee is a group of for-profit and non-profit publishers who help school districts and states develop, implement, score and interpret various types of assessment instruments used to assist in measuring and evaluating the nation's schoolchildren and to inform and improve instruction. *Contact: Mr. Michael Kean, 20 Ryan Ranch Road, Monterey, CA 94940-5703. Telephone: 408-393-7816.*

## BUSINESS TASK FORCE ON STUDENT STANDARDS

A task force of 37 corporations with the goal of formulating recommendations from the business community on student standards. The Task Force published *The Challenge of Change: Standards to Make Education Work for All Our Children*, which outlines the principles that business people believe should guide standards development. *Contact: Mr. Milton Goldberg, National Alliance of Business, 1201 New York Ave., N.W., Suite 700, Washington, D.C. 20005. Telephone: (202) 289-2944.*

## BUSINESS ROUNDTABLE

An organization of chief executive officers of major American corporations who examine public policy issues related to the economy. Business RoundTable companies create or join coalitions to support state level education reform. *Contact: Ms. Susan Traiman, Business RoundTable, 1615 L Street, N.W., Suite 1100, Washington, D.C. 20036. Telephone: (202) 872-1260.*

## COALITION FOR GOALS 2000

Provides GOAL LINE, an on-line service that dispenses information about education reform, content standards, and GOALS 2000. *Contact: Dr. Leslye Arsht, School of Education and Human Development, George Washington University, Washington, D.C. 20052. Telephone: (202) 835-2000.*

## COLLEGE BOARD FORUM ON STANDARDS AND LEARNING

Composed of the executive directors of six national subject matter organizations together with the College Board to unify the standards across subject areas. The organizations include: the National Council of Teachers of English, the National Council of Teachers of Mathematics, the National Science Teachers Association, the National Council for the Social Studies, the Music Educators National Conference, and the American Council

on the Teaching of Foreign Languages. Members of the forum will spend four to five years reviewing the documents to form a more cohesive standards package for schools to implement. Future plans include production of a publication that clarifies how standards offer a vision of K-12 reform, and development of a network of school demonstration sites to bring technical assistance and expertise to the practitioner level. *Contact: Mr. Robert Orrill, College Board, 45 Columbus Avenue, New York, NY 10023-6992. Telephone: (212) 713-8000.*

## COMMITTEE TO REVIEW NATIONAL STANDARDS

Plans to commission a number of analyses of the proposed subject area content standards. *Contact: Mr. John Fonte, Committee to Review National Standards, 1150 17th Street, N.W., Washington, D.C. 20036. Telephone: (202) 862-5800.*

## CONSORTIUM FOR POLICY RESEARCH IN EDUCATION

Researches and writes on standards-based reform. *Contact: Ms. Lynn McFarlane, Carriage House, Eagleton Institute, 86 Clifton Avenue, New Brunswick, NJ 08901-1568. Telephone: (908) 932-1331, ext. 53.*

## COUNCIL FOR BASIC EDUCATION

A nonprofit organization that promotes excellence in education by directing programs and publications to strengthen teaching and learning. CBE has produced *Standards: A Vision for Learning* and *Basic Education.* The Council hopes to develop an on-line database of all the standards and make it available to districts on the Internet and on CD-ROM. *Contact: Ms. Cynthia Betances, Council for Basic Education, 1319 F Street, N.W., Washington, D.C.. 20004-1152. Telephone: (202) 347-4171.*

## COUNCIL OF CHIEF STATE SCHOOLS OFFICERS

A nonprofit organization comprised of state school superintendents. CCSSO has instituted many activities in the area of standards and assessment, including: the Curriculum and Instructional Improvement Program, State Collaboratives on Assessment and Student Standards, Opportunity-to-Learn Standards, Effective Schools for Children in Poverty, Interstate Teacher and Principal Licensure Consortia. *Contact: Ms. Beth Kevles, Project Associate, Council of Chief State School Officers, One Massachusetts Avenue, N.W., Suite 700, Washington, D.C. 20001-1431. Telephone: (202) 336-7054.*

## COUNCIL OF THE GREAT CITY SCHOOLS

A nonprofit organization representing the fifty largest urban school districts in the nation. The Council advocates for better urban public education. The organization has produced a report assessing the status of standards implementation in America's urban public school districts to determine what assistance urban schools need. The Council is also working with CCSSO on a joint state/city project related to the development of high content standards. *Contact: Dr. Adrienne Bailey, Council of the Great City Schools, 1301 Pennsylvania Avenue, N.W., Suite 702, Washington, D.C. 20004. Telephone: (202) 393-2427.*

## KEEP THE PROMISE EDUCATION EXCELLENCE PARTNERSHIP

A collective effort of the American Federation of Teachers, the Business Roundtable, the National Alliance of Business, the National Governors' Association, and the U.S. Department of Education that sponsors a national advertising campaign including television, radio, print ads, an 800 number and pamphlets that attempt to build public support for school reform and high standards. *Call: (800) 96-PROMISE.*

## MID-CONTINENT REGIONAL EDUCATION LAB

Funded by the U.S. Education Department, began reviewing standards documents and other reference materials in 1990. A recent report (1996) includes information on more than 150 standards and 1,500 benchmarks in mathematics, geography, history, and reading. The information can be found on the Worldwide Web at http://www.mcrel.org. *Contact: Mr. Robert Marzano, Mid-Continent Regional Education Lab, 2550 South Parker Road, Suite 500, Aurora, CO 80014. Telephone: (303) 337-0990.*

## NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

A congressionally mandated project of the National Center for Education Statistics conducts assessments in reading, mathematics, science, writing, history/geography, and other fields. In 1988, Congress created the National Assessment Governing Board to formulate policy guidelines for NAEP. The governing board has developed curriculum frameworks in specific subjects and achievement levels that indicate how well students should perform at specific grade levels. *Contact: Ms. Melinda Kitchell, News and Information Division, U.S. Department of Education, 600 Independence Avenue, S.W., Room 2200, Washington, D.C. 20202. Telephone: (202) 401-1008.*

## NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS

Governed by a 63-member board, two-thirds of whom are classroom teachers. The assessment system is grounded in a teacher's own work in the classroom and requires candidates to compile portfolios over several months and to complete exercises at an assessment center. *Contact: Ms. Joanne Kogan Krell, National Board for Professional Teaching Standards, 300 River Place, Suite 3600, Detroit, MI 48207. Telephone: (800) 22TEACH.*

## NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

Working to link standards for teacher preparation and licensing with standards for student achievement. NCATE works with subject matter professional groups to develop performance-based expectations for teacher preparation linked to standards for student learning. A major goal of the project is to align these standards with state licensing systems. The new standards are intended to guide institutions designing teacher education programs and will influence NCATE's accreditation process. *Contact: Ms. Jane Leibbrand, National Council for Accreditation of Teacher Education, 2010 Massachusetts Avenue, N.W., Suite 500, Washington, D.C. 20036. Telephone: (202) 466-7496.*

## NATIONAL EDUCATION GOALS PANEL

An independent, bipartisan body of federal and state officials that evaluates state and national progress toward achieving the National Education Goals. Their responsibilities include establishing a system of academic standards and assessments, in part, by formulating criteria for the voluntary review of model national and state standards and assessments. *Contact: Mr. Ken Nelson, National Education Goals Panel, 1850 M Street, N.W., Suite 270, Washington, D.C. 20036 . Telephone: (202) 632-0953.*

## NATIONAL GOVERNORS' ASSOCIATION

Has assisted governors and their staffs in understanding more about standards development and implementation at the state level. NGA's ongoing mission is to support the work of governors in the fifty states and territories by providing a forum to help develop and implement public policy. *Contact: Ms. Patty Sullivan, National Governors' Association, 444 North Capitol Street, N.W., Suite 267, Washington, D.C. 20001. Telephone: (202) 624-5309.*

## NATIONAL SCIENCE FOUNDATION

Aims to promote excellence in mathematics, science and technology by funding research and education. The Education System Reform project funds states and school districts in their efforts to implement standards in math and science. *Contact: Ms. Janice Earle, National Science Foundation, 4201 Wilson Boulevard, Arlington, VA 22230. Telephone: (703) 306-1614.*

## NATIONAL STAFF DEVELOPMENT COUNCIL

Has released standards for quality professional development at the middle school level. Similar standards for elementary and high school are ready for release. *Contact: National Staff Development Council, P.O. Box 240, Oxford, OH 45056. Telephone: (800) 727-7288.*

## NATIONAL URBAN LEAGUE'S PARENT MOBILIZATION INITIATIVE

Aimed at mobilizing communities to support school reform and providing standards information to low-income parents. *Contact: Dr. John Cawthorne. Telephone: (617) 552-4265.*

## NEW STANDARDS PROJECT

A partnership of 18 states and six school districts that is developing a system of national standards and assessments. During the 1994-95 school year, some 50,000 students across the United States put together portfolios for mathematics and English/language arts as part of the project. *Contact: Mr. Andy Plattner, National Center on Education and the Economy. Telephone: (202) 783-3668, or contact: Ms. Ann Borthwick, Director, Applied Learning, New Standards Project at LRDC, 3939 O'Hara Street, Room 408, Pittsburgh, PA 15260. Telephone: (412) 624-7970.*

Source: National Education Goals Panel (July 1995). *Inventory of Academic Standards Related Activities.* Washington, D.C.: Author.



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# ADDITIONAL ORGANIZATIONS WORKING ON STANDARDS-RELATED ACTIVITIES

## ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

Susan Hall
1250 North Pitt Street
Alexandria, VA 22314-1453
(703) 549-9110, ext. 502

## CENTER ON NATIONAL EDUCATION POLICY

Jack Jennings
1001 Connecticut Avenue, N.W., Suite 310
Washington, D.C. 20036
(202) 822-8065

## EDUCATION TRUST

Kati Haycock
Executive Director
1 Dupont Circle
Washington, D.C. 20036
(202) 293-6440

## NATIONAL ACADEMY OF EDUCATION

Debbie Leong-Childs
Stanford University School of Education
CERAS-108
Stanford, CA 94305-3084
(415) 725-1003

## NATIONAL EDUCATION ASSOCIATION

Glen Cutlip
1201 16th Street, N.W.
Washington, D.C. 20036
(202) 822-7369

## NATIONAL ENDOWMENT FOR THE ARTS

Doug Herbert
Director, Arts & Education Program
Education and Access Division
1100 Pennsylvania Avenue, N.W., Room 703
Washington, D.C. 20506
(202) 682-5438

## NEW AMERICAN SCHOOLS DEVELOPMENT CORPORATION

Cheryl Kane
1000 Wilson Boulevard, Suite 2710
Arlington, VA 22209
(703) 908-9500

# APPENDIX E:

# SELECTED REFERENCES

# SELECTED REFERENCES: BY SUBJECT AREA

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